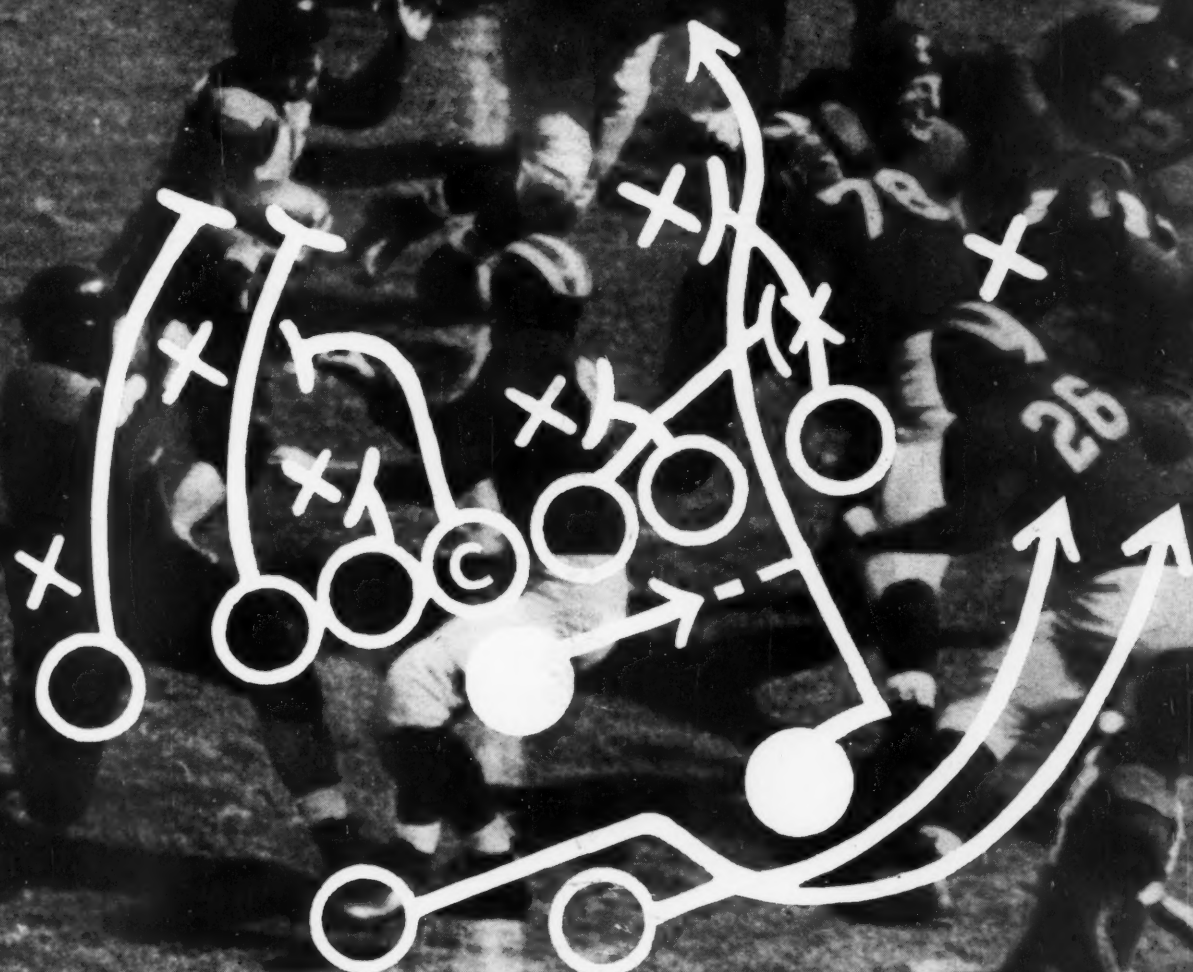


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SCHOLASTIC COACH



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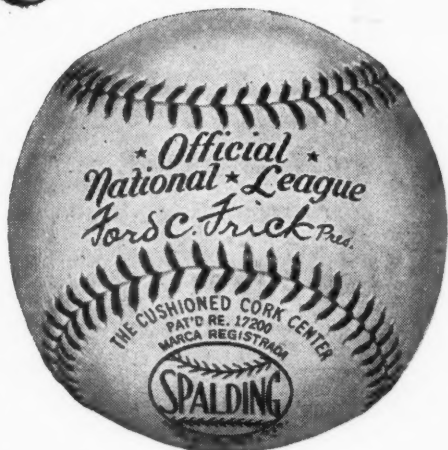
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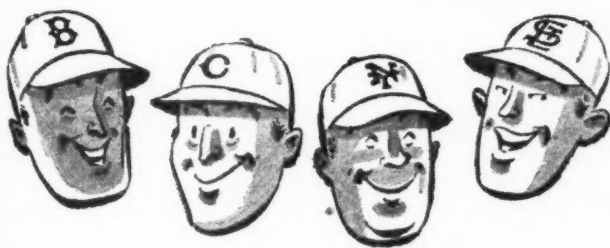
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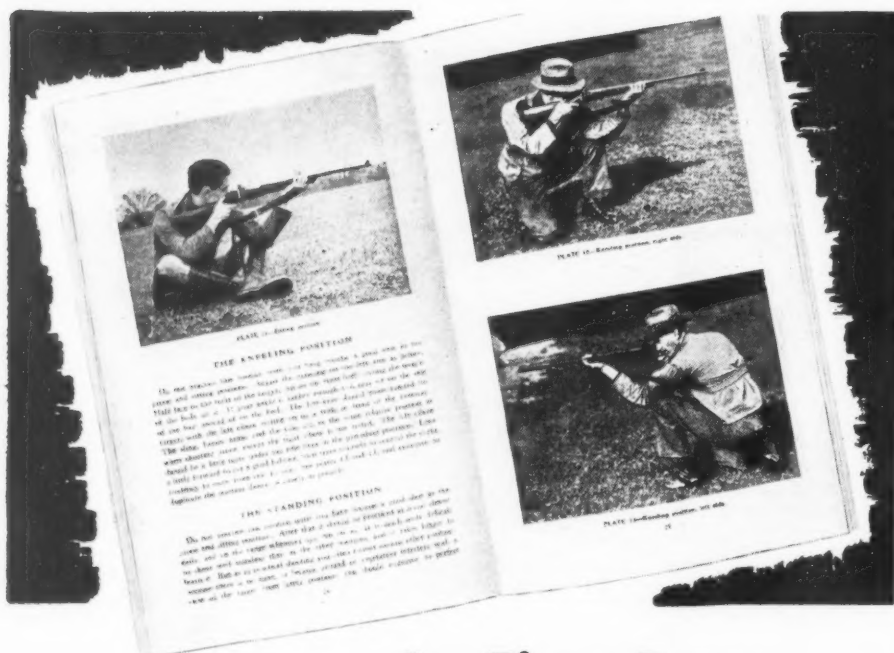
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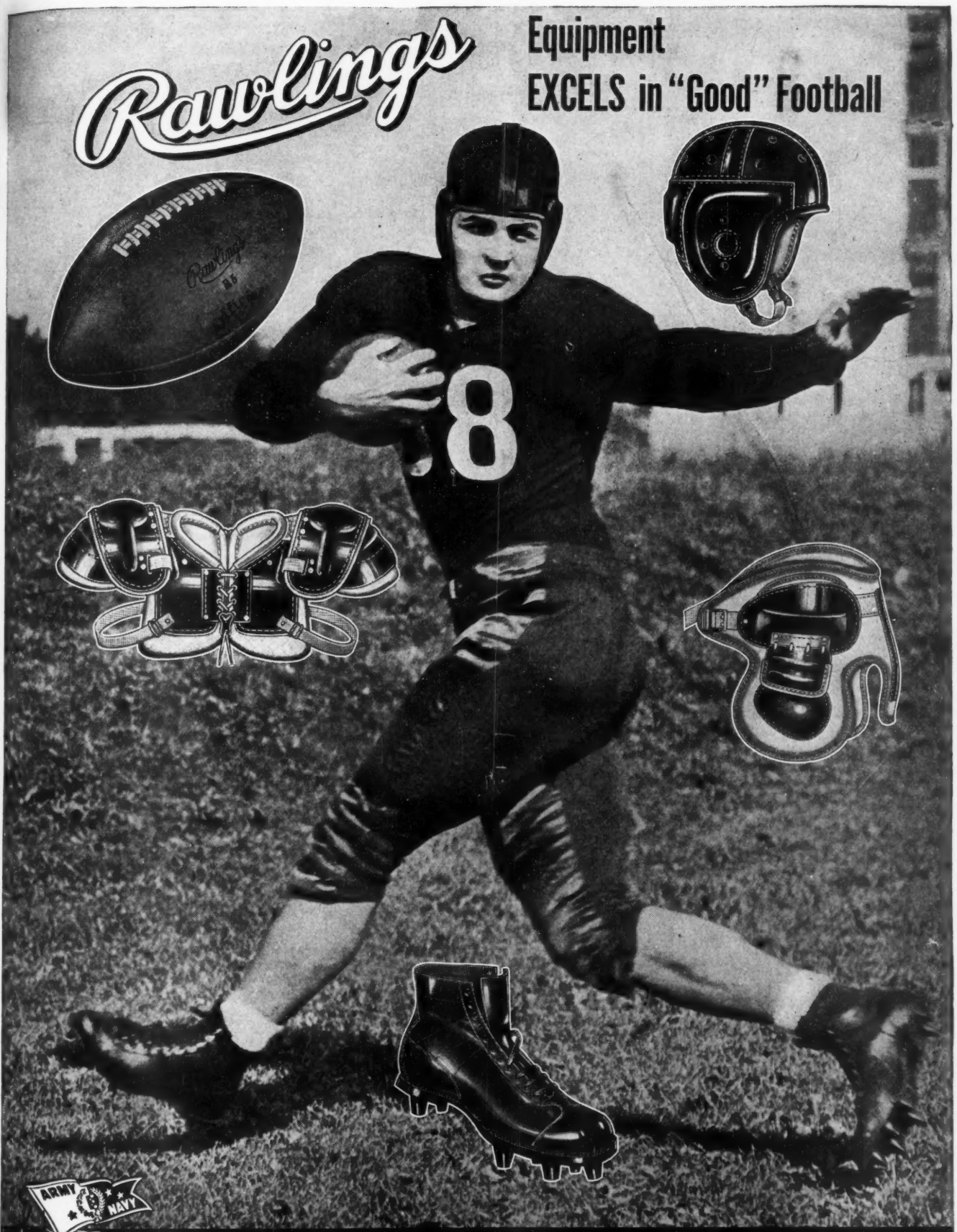
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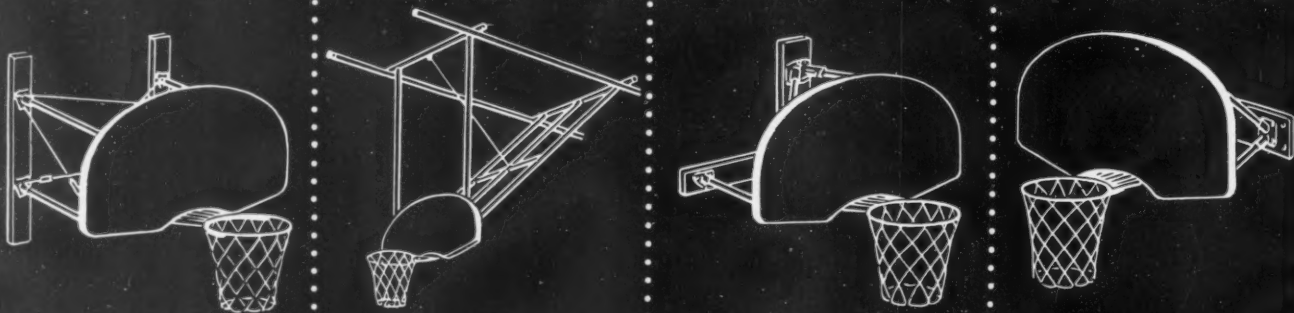
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Tempest in a fee-pot

WHY is it that in a country where there is no ceiling on the earnings of professional athletes, the payment of cash to school coaches is considered sordid and unclean? One of the surest ways of getting bounced from the academic bluebook is to announce that the prelector of reverses and mouse-traps is earning more dough than the assistant professor of mongoloid anthropology.

As Howie Odell, the Yale coach, puts it: "The only time a coach rates equal standing with a member of the faculty is on pay day. Nobody ever found a committee to fight for the academic freedom of a line coach. The professor of romance languages doesn't have to lick anybody. If his students can't remember their irregular verbs, the alumni doesn't storm in to have him fired.

"The only right the coach shares equally with the professor is the inalienable one of not making more money than he does."

While the high school coach usually commands more respect academically than his college frere, he, too, is constantly ducking curve balls pitched by acerbic academicians. Not that his earnings are astronomical—they're not even mountainous. It's just that the average teacher makes even less than he does.

That's about the general picture throughout the country. In several communities, particularly the big cities, the perspective on coaching is more enlightened. But the business of pay (horrid word) is still found slightly unesthetic.

AND that brings us once more to New York City, where the board of education has been having coach trouble since the Indians swapped the island for 24 bucks (the best bargain they ever made). A season doesn't go by without a dandy little debate between the board and the local coaches' association.

As you'd suspect, most of these tiffs have been tempests in a fee-

pot. The situation, briefly, is this: The New York City physical education instructor is considered a regular teacher, with the same privileges and responsibilities of any other teacher. He draws the same pay—\$2,148 to \$4,500 a year—and puts in the same hours—35 periods of 40 minutes each per week.

But he is hired solely for physical education. No stipulation is made about coaching. Coaching is strictly a volunteer proposition. And the volunteer gets no extra pay. He is supposed to work for Love of the American Boy.

Love is a wonderful thing. But it can knock you out. Especially the New York brand. You take the physical education instructor who isn't in Love with the American Boy. He puts his whistle away and goes home every afternoon. Can even make extra dough on the side—officiating, or coaching a private school.

Now take the other fellow—the brave volunteer. He stays over for two hours of coaching every afternoon. More work, no pay, no chance for extra earnings.

While the New York coach's lot is a lot happier than his suburban brother, that isn't the point. The point is—he isn't hired as a coach. He may thus argue that the extra work entitles him to extra pay.

AFTER years of argumentation, the situation came to a head last month. The coaches' association issued an ultimatum—"Give us extra pay for coaching, or else . . ." The "or else" was the threat of a walk-out. And, by gosh, that's exactly what they did. They stopped coaching and stuck strictly to physical educating.

The coaches demanded these extra fees: \$600, football; \$400, baseball, basketball and track; \$350, soccer; \$300, swimming; \$150, cross-country and fencing; \$100, tennis, golf and handball.

How did they arrive at this unique set of bucks? By a machiavellian formula too complex to expound in

these scant 64 pages. A few of the more intelligible factors were: popularity of the sport, length of coaching time, number of participants, etc.

The coaches didn't have to walk very far before the board of education saw the \$. After a quick huddle, the board agreed to dig up the scratch this year and, henceforth, to provide for the dough in the regular school budget.

Now that you can pick up a pot of gold for coaching, we expect a scholastic sports boom in New York.

BUT that isn't the end of tempests for the board of education. We see another storm at the bottom of the fee-pot. Aren't the coaches of the more effete activities—debating, dramatics and orchestra—going to cast covetous eyes upon the sauce being served to the ganders? Don't the geese, who put in almost as much extra time, rate some sauce, too?

That's exactly what happened in Philadelphia. But let Red Smith, the well-known sportswriter who recently moved from Philly to New York, tell it:

Conditions here (New York) seem, on the surface, about the same as in Philadelphia, a primitive community southwest of Jersey City. A similar rhubarb there kept school authorities in a tizzy all spring and summer.

Seems the Philadelphia public schools believed their coaches, like those in New York, should work for love. This the coaches did for ever so many years.

Some of the conscientious ones may have worked harder than sportswriters. For example, neighbors of one coach apprehended him and his wife laundering two dozen football jerseys one midnight in order that the team might look good losing the next day.

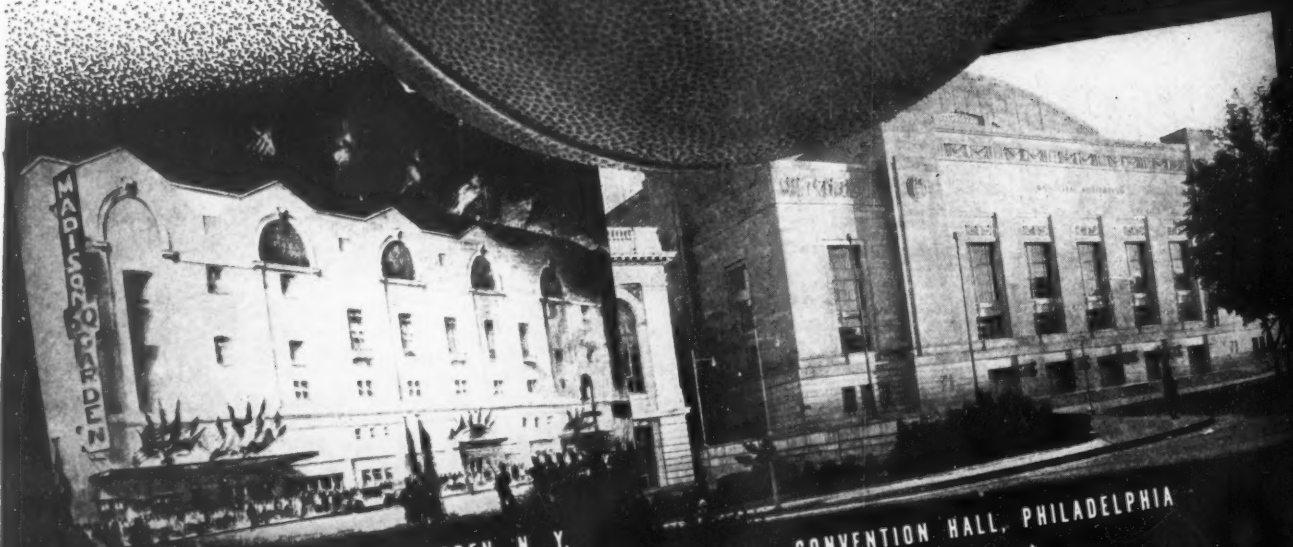
Well, sir, this went on for a long spell and whenever the coaches reached out hesitantly toward the treasury, the board of education snapped: "Mustn't touch. Burny, burny. Papa spank."

At long last, however, the coaches did wangle a pittance for the overtime they were putting in. That was two or three years ago.

Almost immediately there came a howl from the teachers who worked

(Continued on page 44)

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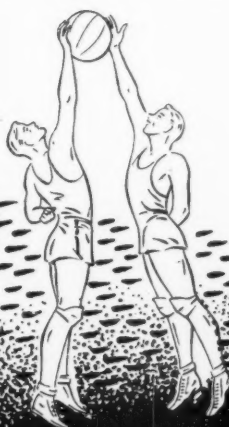
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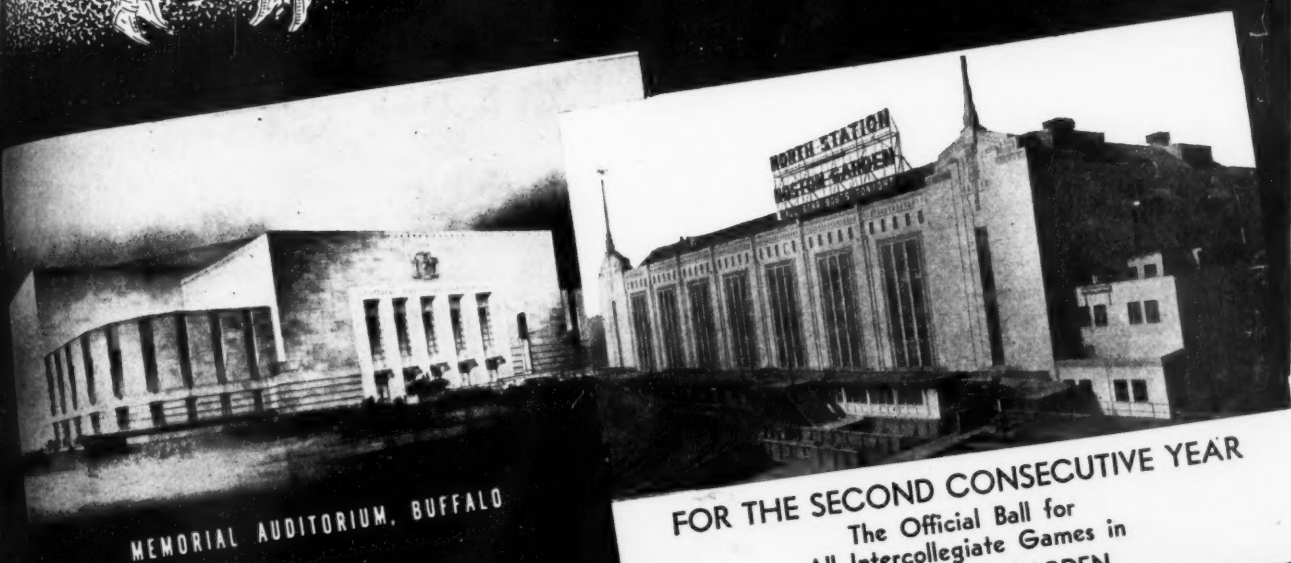
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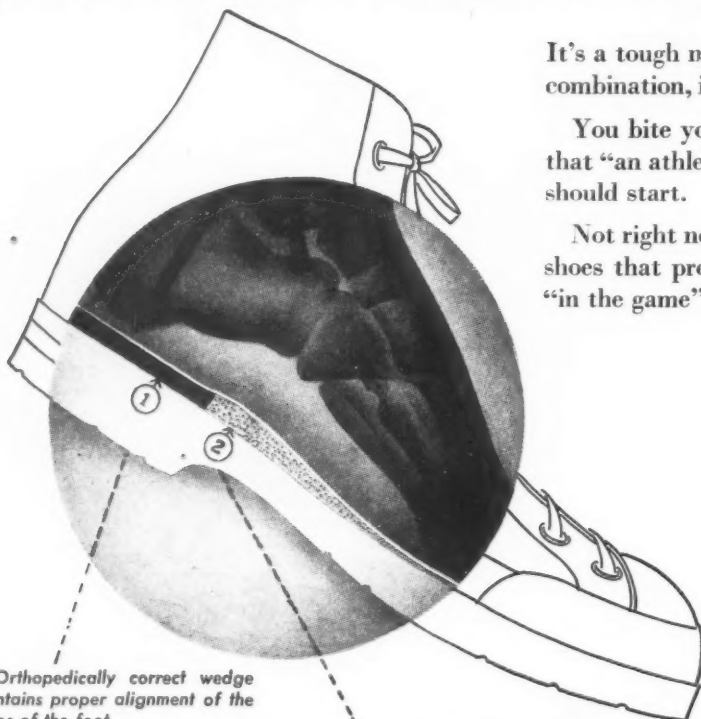
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It's a tough night when your star, or any other player in a winning combination, is sitting on the bench because of poor feet and legs.

You bite your nails and worry, but that doesn't help. You know that "an athlete is only as good as his feet." That's where protection should start.

Not right now, but as soon as possible, we'll be making basketball shoes that provide the protection your players need to keep them "in the game" . . . canvas shoes with "P-F".

"P-F" means Posture Foundation. It does five important things:

1. Cradles the arch in a way that wards off strain.
2. Keeps the bones of the feet in their natural, normal position.
3. Guards against flat feet.
4. Avoids strained, tired leg muscles, increases "staying power."
5. Provides safe, comfortable, correct foot support.

"P-F" will be incorporated in Canvas Rubber-Soled Basketball Shoes made only by B. F. Goodrich or Hood Rubber Company.

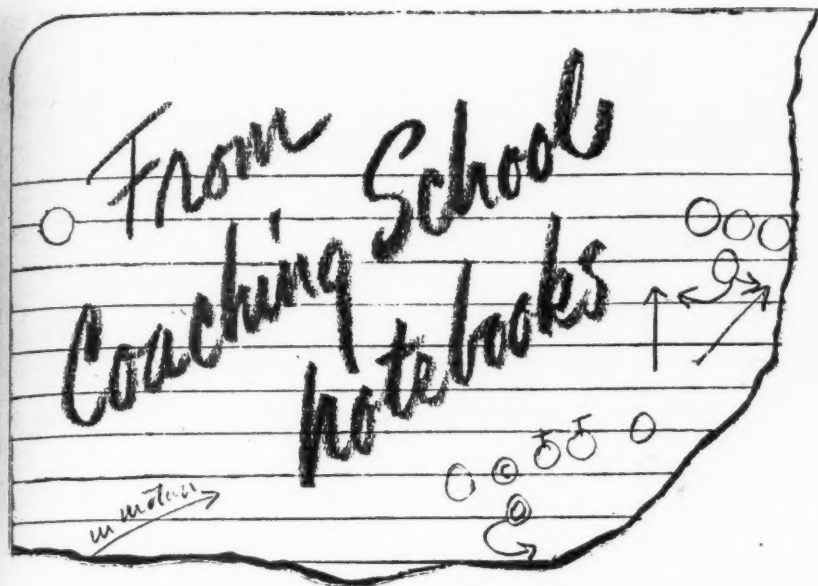
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means **Posture Foundation**
a Patented Feature found only in
Basketball Shoes made by

B. F. Goodrich

or

HOOD RUBBER COMPANY



Reported by Bill Elder, Newburgh, N. Y.

THE New York State Coaching School was a bouncing success from every angle—the Hamilton College facilities were magnificent, the food superb, the attendance ditto, and the program strictly big league.

The faculty boasted some of the greatest names in college football—Carroll Widdoes and Paul Bixler of Ohio State, Ed McKeever of Cornell and Rae Crowther of Pennsylvania.

The boys dished it straight from the shoulder, detailing their systems exactly as they teach them.

Widdoes-Bixler

OHIO State employed both the T and the single wing last year. They went into the T straight from the huddle. They then attacked immediately or shifted into an unbalanced-line single wing.

The T was used as a surprise—to catch the opponents napping—or as a long gainer. The single wing was sprung in sure-gain situations and in spots inside the opponents' 10. This shift from T to single wing put additional onus on the defense.

In the Buckeyes' T, the line is loose. It deviates from the usual T in that the guards are stationed between the ends and tackles. This places the tackles close against the center.

From this formation, they execute a rather simple shift into the single wing. The fullback and tailback wind up four yards behind the line parallel to each other. The line stance remains the same—a three-point affair with the tail up and one foot slightly behind the other.

Ohio State follows this daily practice schedule assiduously:

1. Squad meets in lecture room,

where new plays are outlined and the day's routine described.

2. Warm-up routine. Squad jogs the length of the field and returns. Practice is then begun. The boys pair up for two side tackles, one head-on tackle and two open field blocks.

3. Calisthenics. Establishes unity and cohesion, and improves reaction time and condition. The work, which includes various exercises and grass drills, does not last over ten minutes. This is completed with several sprints of varying length.

4. Individual work—blocks, pulling, line and backfield fundamentals (20 to 30 minutes).

5. Line scrimmage for 20 minutes with backs handling the ball and timing the plays. "But this is designed primarily for the line. We want them to belt each other and to stay away from the backs."

6. Team play for a half hour, both offense and defense.

7. Punting and place-kicking drills.

The entire schedule is limited to an hour and 45 minutes. The Buckeyes stress the shoulder block, cross-body block (both long and reverse) and a pivot-and-post block for double teaming. In the open field, they try to make their block chest high.

Defensively, Widdoes likes the 6-2-2-1. The line either overshifts or undershifts against the single wing, but sets up straight against the T. The backers-up play close, with the halves seven or eight yards back and the safety about 15.

When asked about a quick kick, Widdoes replied: "If they want to give us the ball, we're quite willing to take it."

The tackles and guards use a low four-point stance; the ends a three-point stance. With a hard shoulder charge, they try to get in. But they don't penetrate too deeply. When confronted by a wingback and end, the tackle usually makes his initial charge at the wingback; then turns inside.

The guards get in, down and "hang on to the grass."

The ends take two steps and a hop, keeping low and well balanced, then either drift to the outside or continue in as the play develops. They jockey with flankers, then quickly shift in, watching the flanker with split vision. They never play a flanker halfway.

The line backers are responsible for territory and filling holes, sliding when necessary. The halfbacks' main responsibility is the outside.

The Buckeyes use a sliding type of line play against the T. The backers-up play like linemen, being responsible for only one hole. Occasionally the tackles and ends will crash recklessly (on pre-arranged signals). But their chief responsibility is to hold ground and play to

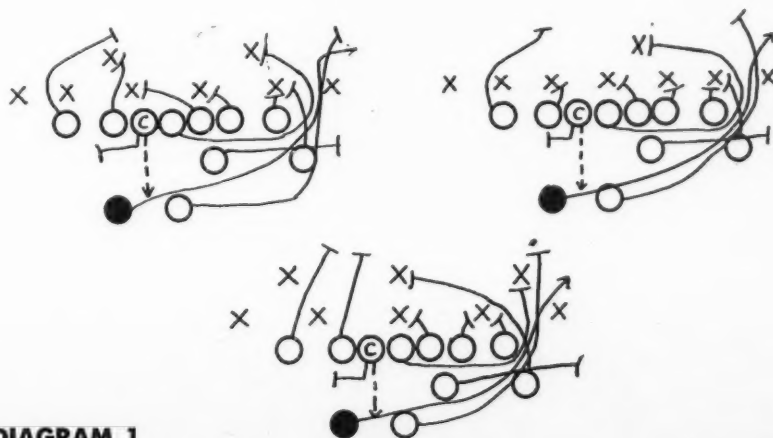
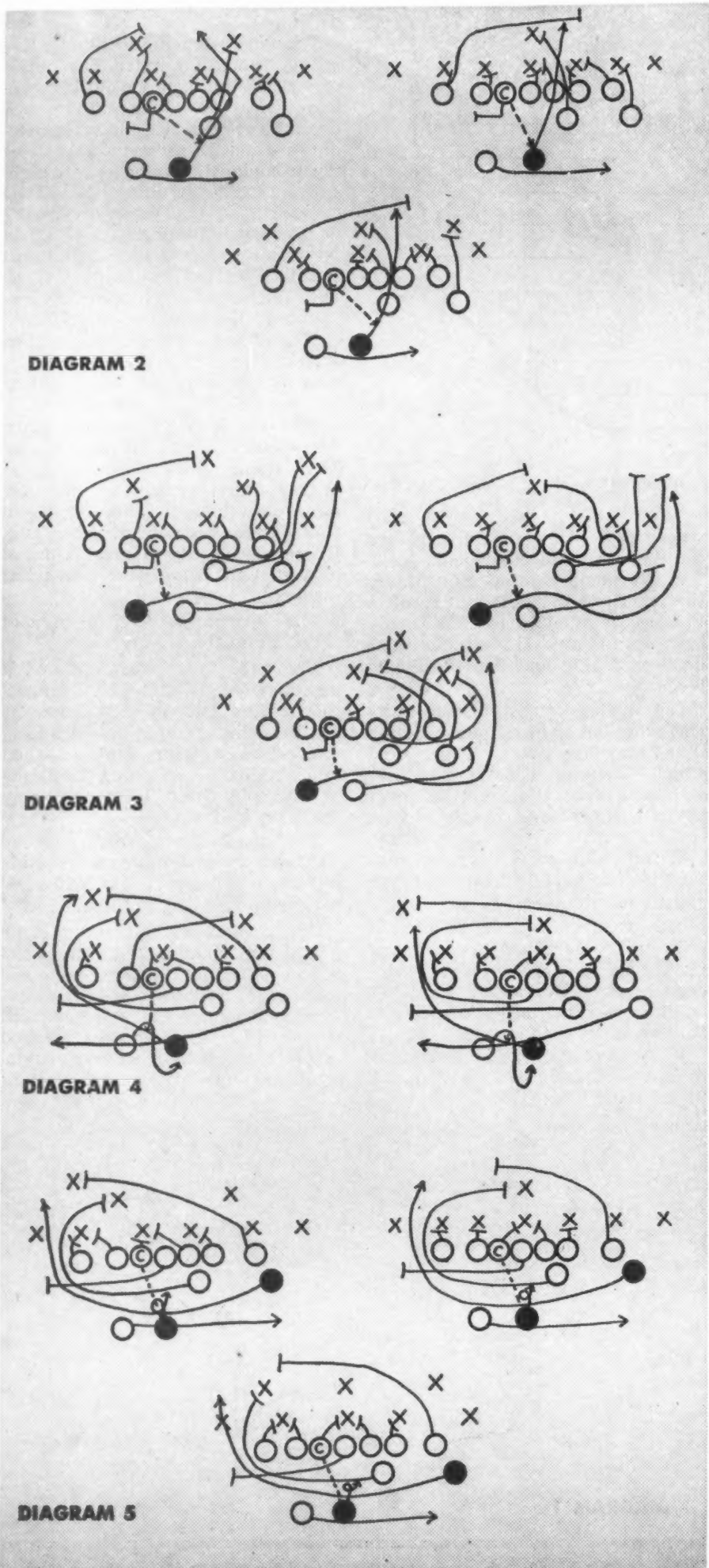


DIAGRAM 1



the outside. The guards' first concern is the middle.

Insofar as pass defense is concerned, Widdoes uses a zone against all offenses.

The O. S. coach complemented his lectures with a series of plays from both the single wing and the T. In his practice work on plays, Widdoes believes in presenting them against five, six and seven-man lines.

Diag. 1 (off-tackle): The fullback and tailback use a cross-over step, angling toward the line slightly before cutting.

Diag. 2 (inside tackle): The tailback fakes to the outside, watching to see how the end makes his play.

Diag. 3 (sweep): Again both the full and tail use cross-over steps and angle toward the line slightly before cutting.

Diag. 4 (off-tackle, fullback to short side): Against a seven-man line, the blocking back takes the end while the pulling guard goes through—against the six-man line, the assignments are reversed.

Diag. 5 (reverse off tackle): The entire backfield starts with the pass. The tailback runs out his fake while the wingback makes sure he doesn't go deeper than three yards.

Diag. 6 (mouse-trap on the guard): A good sequential variation of the reverse off tackle.

Diag. 7 (spinner with double mouse trap): The outside tackle waits for the end's cross over (for the far backer-up), then goes for the fullback.

Diag. 8 (fullback inside tackle T): The right half goes at the end as if to take him in.

Diag. 9 (around end): This time the quarter fakes to the full and laterals to the left half, while the right half blocks the end in.

Diag. 10 (off tackle): Play starts with the same fake to the full and lateral to the left half. But this time the ball-carrier cuts sharply inside the end.

Diag. 11 (counter): With the left half in motion, the full slams into the line. The quarter fakes to the full and gives to the right half, who fakes right and comes back for a drive off the weak-side tackle.

Three methods of protecting the passer are shown in Diags. 12, 13 and 14.

Rae Crowther

THE Pennsylvania line coach teaches a comfortable three-point stance with one foot (depending upon the position played) back of the other, toe to instep. The head is up and cocked, back straight and knees pointing in.

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ing the weight on the inside of the feet and following through with short, choppy steps and a lift.

In line pulling, Crowther does not permit his boys to rock out. He believes this is a waste of time and inefficient. If the boys are taught the correct stance, they won't be able to rock out.

Penn linemen pull out by stepping with the foot in the direction they're going, pivoting and pushing with the other. They also push with the grounded hand and use a lot of arm action in running.

When leading interference, the lineman turns straight down the field through the hole, forcing the line-backer to play him.

When the lineman goes directly for a backer-up or other secondary, he goes to the critical point first, as determined by the play setup, then goes after the defensive opponent, using a shoulder, cross-body or reverse block as the occasion demands.

The hook block is executed by driving the inside knee well up between the opponent's knees and stepping in the direction of the block. At the same time, the head is brought up quickly. The boy then drives with the outside foot and the hands.

When necessary to take a step into good blocking position, the boy does not step to the side but moves at a quarter angle to pick up forward motion.

In protecting the passer, the guards take the opponents head on. They watch for the man to show, taking a short step backward, then block with a follow-through and lift.

The men taking the ends or tackles pivot backwards and square the body in order to take the opponent outward.

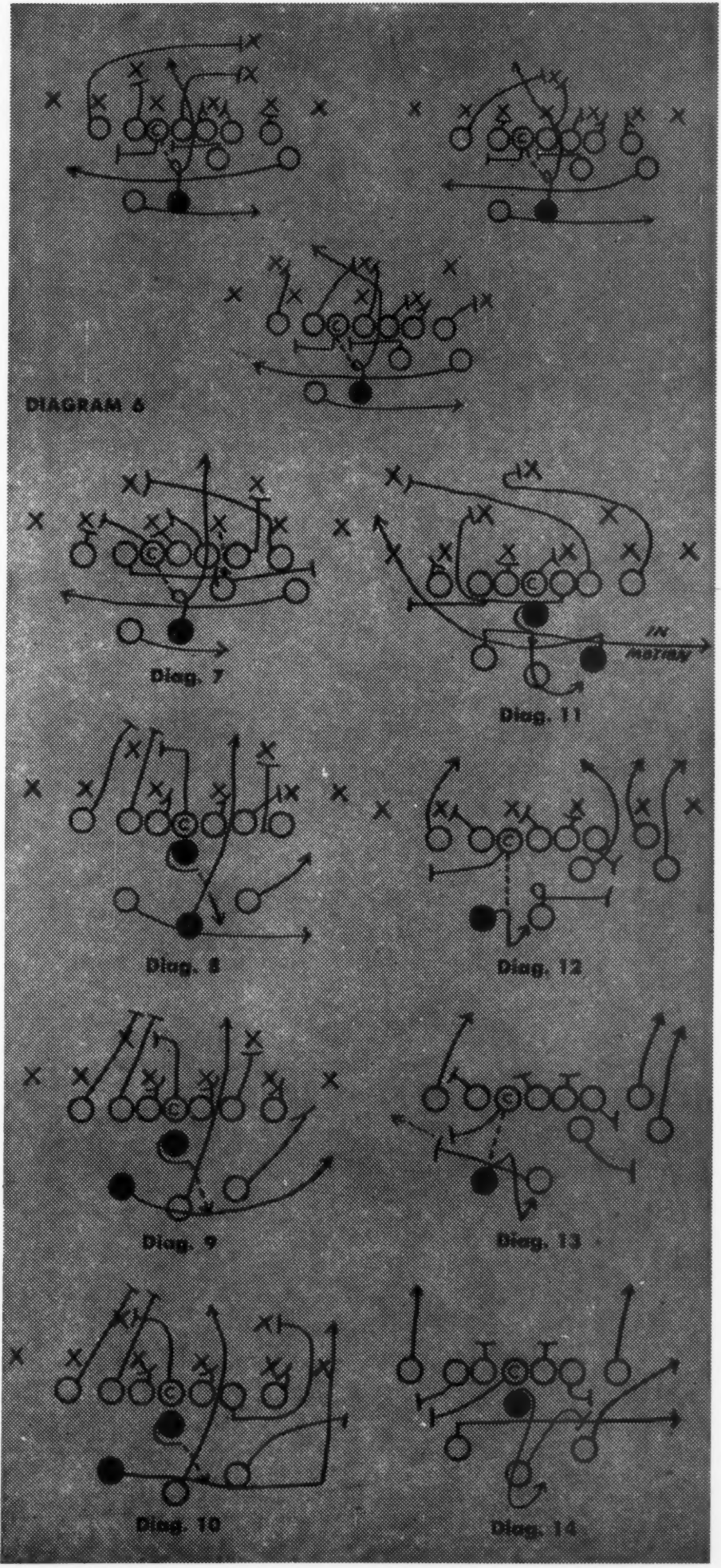
On defense, Crowther wants his linemen to have their knees close to the ground, shoulders low, the right foot back with the right knee opposite the left foot, and the weight on the inside of the feet.

They crowd the scrimmage line by keeping the down hand or hands as close to the feet as possible. They always charge with the shoulder, at the same height of the opponent, and bring the arm up to lift and control him.

The defensive linemen do not penetrate. When faced with little or no opposition, they watch for mouse-traps.

The actual tackle is made in balance, shuffling the feet to keep in position and hitting from a low position upward. The tacklers do not roll the ball-carrier; they drive, lift

(Continued on page 40)



TAKEDOWN, RIDE, PIN AND ESCAPE

By Raymond Swartz

Raymond Swartz, head wrestling coach at the United States Naval Academy, has produced 16 Eastern Collegiate individual champions, 3 E. C. team winners and 1 national A.A.U. champion since 1938. What's more, he now owns a 23-match victory skein in dual competition. Before taking over at Navy, he established a national reputation at Oklahoma State (head coach, 1931-36) and Oklahoma A. & M. (assistant to Ed Gallagher, 1936-38).

"SIR, how can I become a good wrestler?" How many times have you heard that question? I have had it thrown at me by scores of midshipmen who have never wrestled before.

My standard answer is: "Wrestling is like any other sport. You cannot overpower your opponent by brute strength alone. You must outmove and outsmart him. So work for speed, finesse and balance in every position."

In our opening practice days, we do not work on holds. We stress movement and speed. As my old coach, Ed Gallagher, was wont to say: "When you see an opening, move to it and apply your hold. The hold is easy to learn; it's the movement and finesse to make the opening that are tough."

One of the most potent dangers in the early season is the discouragement of beginners. Unless your practice program is intelligently arranged, you will find them giving up in despair. Knowing little about escapes, they are easily pinned in early practice bouts. And too many pins severely prick the morale. That's why much of our early practice time at Navy is spent on drills and underneath positions.

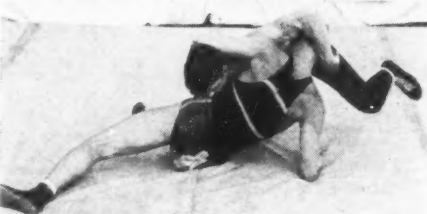
We first demonstrate these balanced positions: (1) standing, (2) top riding, (3) underneath escape.

We teach two standing positions—the square stance and the angle stance. In the square stance, the feet are even with the knees slightly bent, arms outstretched to defend each leg, and the body bent forward slightly at the waist.

As you circle and move, always try to move in on your opponent's left side—where he usually is not so alert. Move your right foot, then your left, always keeping contact with the mat.

Avoid cross-stepping and *never* get your feet close together—this causes loss of balance. As you close in with your opponent, only lock up with one arm. Keep the other free to work your takedown.

In the angle stance, one foot is



LEG RIDE

No. 1: From referee's position, move right hand back to opponent's right ankle; then reach through underneath his waist with left hand and securely grasp right thigh. Keep left shoulder firmly against his side.

No. 2: Pushing hard against his side, force opponent to half-sitting position and ride his legs.

No. 3: Shift right hand to deep crotch hold with hand up small of his back, head under his arm and weight on his chest.

No. 4: Reach for deep half-nelson with left arm and shift weight toward his head by moving left leg forward.

No. 5: Pull up on hips with crotch hold and lay on opponent's chest, forcing his shoulders to mat.

Execute these movements quickly and keep weight constantly on opponent, preventing him from escaping.

well advanced and aimed directly at your opponent as he moves around. The other leg is kept behind in a good braced position, well protected by the forward leg, and with one arm out to protect the forward leg. This permits the opponent to secure only one leg, and effective counter holds are taught to protect it.

Instruction in the top riding positions comes next. Starting from the referee's position, keep both knees on or near the mat, with the upper trunk at right angles to the bottom man.

Never get parallel with him. Make the bottom man carry your weight—it slows him down. Shift your ride from one side to the other. Try to keep his weight forward. Do not keep one riding position too long but shift your hands frequently.

Next are the underneath escape positions. Keep your knees out wide in a good braced position, hands on the mat, fingers slightly in, elbows bent to form an arch. Settle back on your heels and turn into the hold, never away.

As an example, let us assume the top man is riding your left arm: As he pulls back on that arm, move it back and turn to him. This movement forces him to move behind you, thereby losing his pull on your arm.

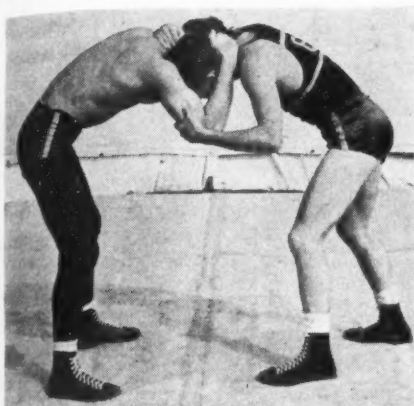
Other rules to remember in escapes are: If broken down to your side or stomach, get back to all fours and, if possible, free your legs and stand up. Remember, you are half pinned when flat on the mat. Don't turn your shoulders to the mat to escape. Keep your weight well back on the hips.

Next is the teaching of the floating drill. This consists of pairing off on the mat, starting in the referee's position. The objective is for the bottom man to dislodge the top man by turning and shifting and moving rapidly on the mat.

The top man must maintain his position by perfect balance and counter movement without the use of holds of any kind. He must keep his weight on the bottom man. Drills of this type teach the value of movement and speed.

After these rules of positions are thoroughly learned and understood, we move on to holds. All our holds are grouped in four classifications: (1) takedowns, (2) rides, (3) pin holds, (4) escapes.

(Concluded on page 52)



DUCK-UNDER TAKEDOWN (Left)

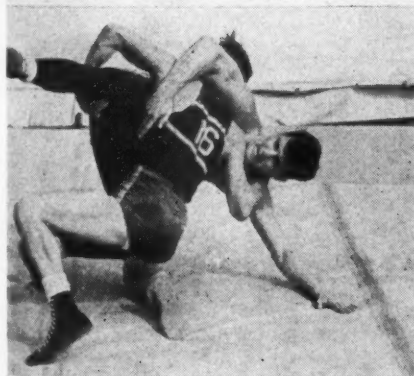
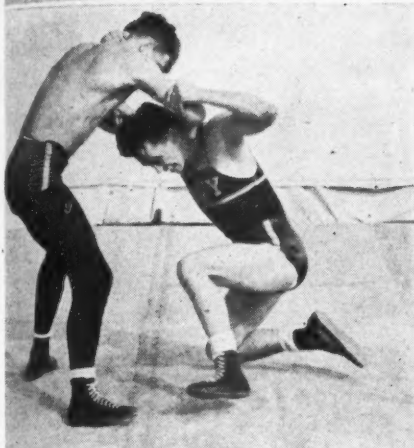
No. 1: As opponent locks up, secure a good grip above his elbow with left hand, keeping right hand on his neck.

No. 2: Drop to right knee. At same time, push up opponent's right elbow, duck under his arm and pull his head to side with right hand.

No. 3: While head is under opponent's arm and up against his body, secure his right leg with left arm and pull downward on his neck.

No. 4: Lift opponent's leg and pull down on his neck, up-ending him so that he goes to mat on his left arm.

No. 5: As opponent hits mat, fall upon his chest and shift left arm to a crotch hold.



ARM-DRAG TAKEDOWN (Right)

No. 1: A single arm tie-up is preferred here with right arm under opponent's left arm and his wrist secured in left hand.

No. 2: Move quickly to left by putting out left foot and hooking right hand well up under opponent's right arm. Start pulling on this arm.

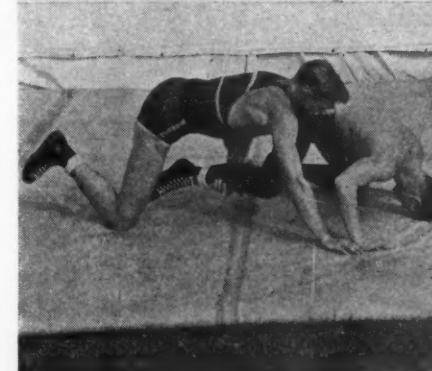
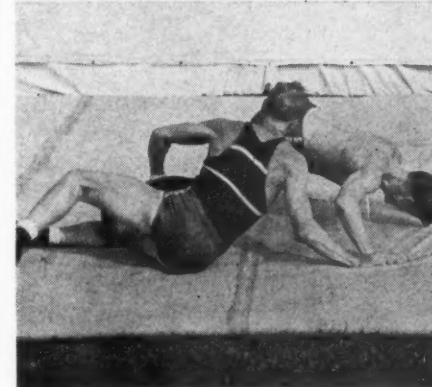
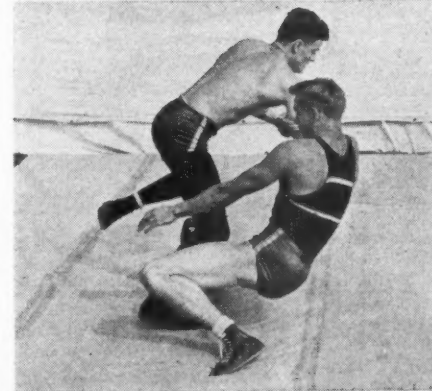
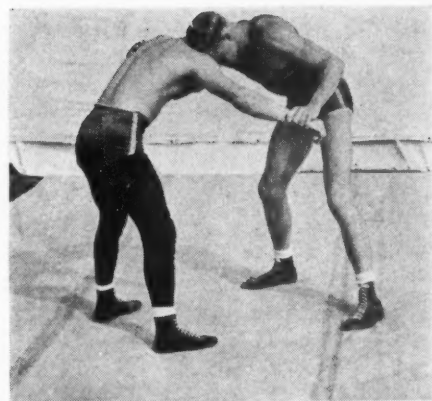
No. 3: Now swing and pull opponent's arm with right hand while releasing left to secure his leg. Right foot is inside, trapping opponent's right leg, and left knee is outside to prevent a step-over.

No. 4: With opponent on mat, secure his right leg with left hand to prevent a somersault or roll. Right hand braces body.

No. 4: Now move around behind and keep leg secured. This is a position of advantage.

The arm drag is worked best when opponent is pushing toward you in a locked-up position.

Turn page for further sequences.



HOOK SCISSOR and HALF NELSON (Left)

No. 1: Referee's position.

No. 2: Block both arms before going behind to secure scissor.

No. 3: Now quickly throw left leg across under stomach.

No. 4: Hook left toe behind straight right leg and quickly release hands from underneath.

No. 5: Lunge forward, flattening opponent on mat.

No. 6: Ease up on scissor by sitting back, and apply half-nelson with right arm on same side leg is hooked.

No. 7: Now pry up and force underneath man to side. Ease up on scissor to permit his body to turn.

No. 8: When opponent has turned far enough to permit his shoulders to touch mat, tighten up on scissor and hold him until referee calls a fall.

STANDING SIDE ROLL (Right)

No. 1: Referee's position. Note tight grip of arm around waist.

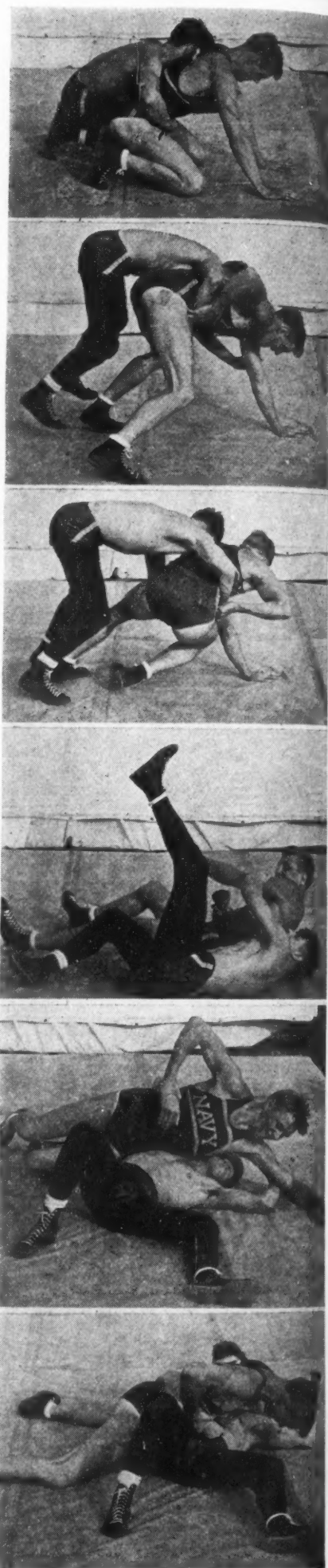
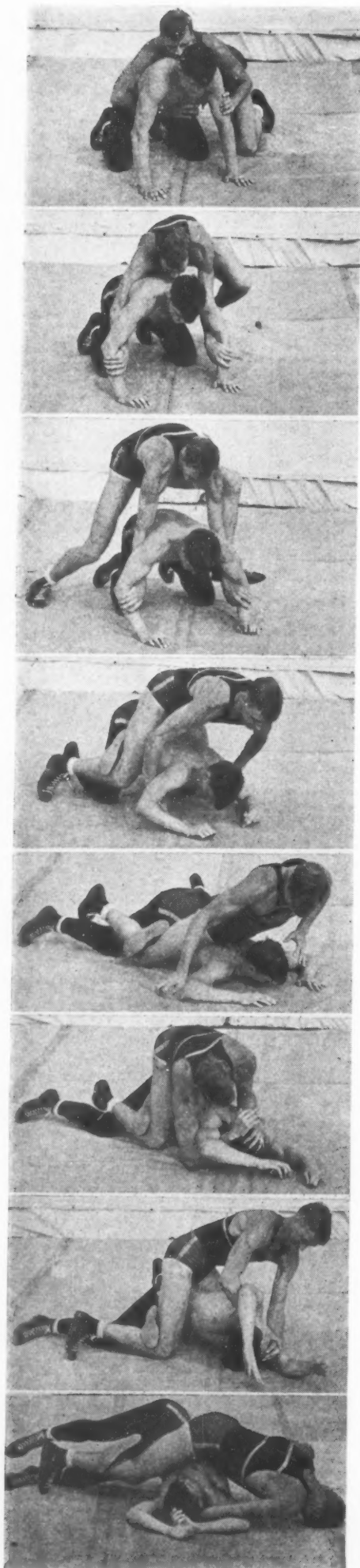
No. 2: Get feet on mat, wide apart, in good braced position. Secure wrist of encircling arm and brace body with left arm.

No. 3: Holding wrist firmly in right hand, throw right leg through to left under your arm. This pulls top man quickly to right in a side roll.

No. 4: Top man is pulled to mat. Note firm grip on his right wrist and position of feet away from opponent.

No. 5: Now turn quickly toward feet, still firmly holding opponent's wrist. Outstretched, braced left arm prevents underneath man from re-rolling you.

No. 6: Complete the turn, stopping directly on opponent's chest. Left arm has now secured a half-nelson. Opponent's right wrist is still gripped firmly.



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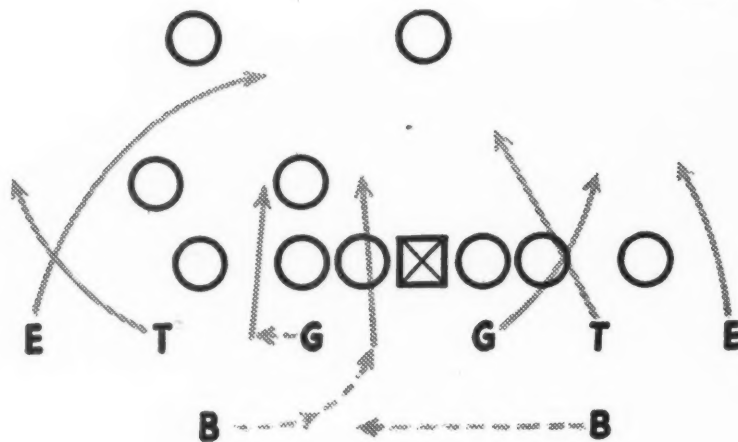
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PLAY OF THE BACKERS-UP



By BILL WILSON

After four years of pro footballing in the National League, Bill Wilson is now an enormously successful high school coach. In his first year of coaching (1941), he piloted Joseph, Ore., High to the best season in its history. The following year his Ellensburg, Wash., eleven copped its league title; and in 1943 and '44, his Renton, Wash., clubs were the best in the Puget Sound Conference, making three championships in a row for Wilson.

LIKE many another football catch phrase, the one about a strong offense being the best defense possesses more than a molecule of logic. But, being exposed to many variables, cannot be accepted as a universal truth.

In fact, under certain conditions, the reverse may be true. When two evenly matched offenses meet, for example, it is logical to assume that, other things being about equal, each club will have possession half the time. But if one of these teams owns a defensive edge, shouldn't that team have the ball *most* of the time?

Without under-selling offense, there are times when it pays to emphasize defense. If a team has a mediocre offensive line and only fair backs, for instance, its chief hope lies in defense. Especially if the boys like to tackle and possess a good kicker.

It has long been my contention that playing defense, with its freedom in the use of the hands, doesn't take nearly as much out of you as running the ball. If the strong defensive club can force the attack to run itself out in futile first-downing without scoring, it can usually capitalize on the real scoring chances.

Several years ago when I was receiving my post-graduate football education with the Chicago Car-

dinals, it was my good fortune to play alongside the great line-backing duo of Mike Mikuluk and Bree Cuppolette. The way those boys backed up a line was a dream.

The Cards were the best defensive team in the league in 1935 and '36. In '35, they stopped the great Bronko Nagurski cold, and in '36 they put the damper on the Green Bay scoring machine. That Packer eleven boasted the famous touchdown combination of "Herber to Hutson for six." But we beat 'em three times.

Mikuluk and Cuppolette used a defensive line-backing wrinkle that will be described later.

Much of the effectiveness of my championship clubs was due to radical defenses which thwarted the strong offensive teams and enabled us to capitalize on scoring opportunities.

My defense was most popular with the kids, especially with my 130-pound guards of 1943. It worked like this: After the signal was given by the defensive captain, the boys lined up in an ordinary 6-2-2-1. The diagram shows the movement of the defensive men just before the passage of the ball and their charging angles at the snap.

The strong-side guard slid out of the slot to his left until he was playing off the outside shoulder of the offensive tackle. He angle-charged with the snap, trying to make the tackle but taking the path of greatest resistance so he could pile up the interference.

The strong-side backer edged into the gap left by his guard, keeping his weight on the balls of his feet and watching for the snap so he could smash in over the guard.

If the guard pulled out, the backer-up followed him—usually, to the ball-packer. If the guard stayed in to block, the play would usually go between the tackles. So the backer-up's charge was in good season, putting him in an aggressive position to fight to the ball-packer.

The weak-side line-backer moved to his left with the shift of his fellow backer-up, and stationed himself in the defensive fullback spot of the simple 7-1-2-1. This is the type of line-backing teamwork used so effectively by Mikuluk and Cuppolette.

The rest of the defense consisted of the fairly common end and tackle criss-cross on the strong side, and the guard and tackle criss-cross on the weak-side, as indicated in the diagram.

Some coaches claim that defensive-line criss-crosses are dangerous and should be employed sparingly. The writer feels these allegations are, in a measure, defensive sabotage circulated by offensive-minded coaches.

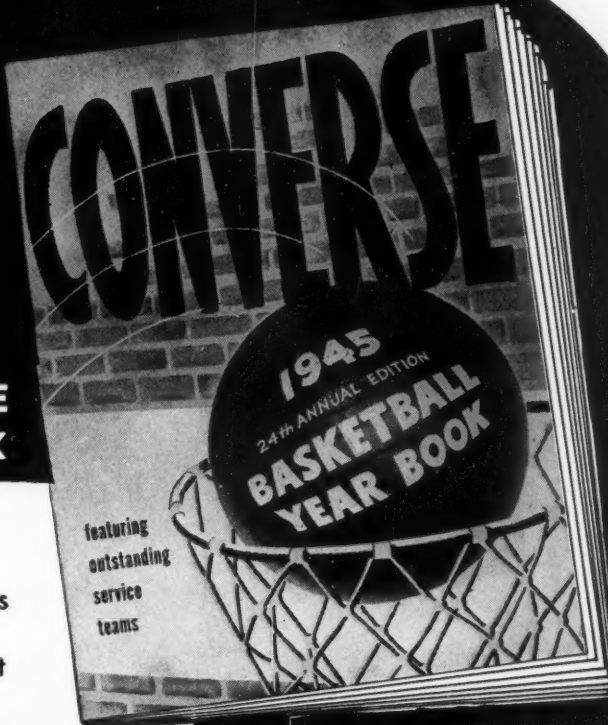
These men don't like to be bothered with aggressive, changing defenses. They want the defense nailed to one spot so that it can be faked into knots with razzle-dazzle football.

The writer is convinced that line-crosses will work consistently in high school ball, where the boys possess a fair amount of defensive ability and will charge aggressively.

The defense described is called the "double-cross." As it usually winds up in what amounts to a 7-1-2-1, the boys will have to defend against passes as they would if playing that defense.

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This is the second of a series of three articles on methods and principles of coaching, by John D. Lawther, basketball coach and professor of physical education at The Pennsylvania State College.

THE two most urgent problems facing the coach in early season are the selection of the squad and the planning for practices and games.

In picking his squad, every coach is guided by general criteria. The factors influencing his choice are: height, weight, speed, energy, skill level, previous record, potentialities, spirit, and character.

Height. The nature of the game determines this factor's importance. For example, height is a very valuable asset to first basemen and pitchers, defensive backs in football and tennis players.

Basketball is the perfect illustration. The game is played with a 10-foot goal; hence, seven-foot Bob Kurland and six-nine George Mikan are all-Americans. Their skill is superb, the product no doubt of countless hours of hard work. But the same amount of effort would not have made them all-American in sports paying less premiums on height—soccer, for example.

The fats of life

Additional weight of bone and muscle is a great advantage in football or in any game stressing contact or strength. Baseball scouts, for example, look for big men, players who can hit for distance. In boxing and wrestling, the advantage of weight is manifest in the classification of performers into weight divisions.

Many colleges field 150-pound grid teams, so that the little fellow won't be at a disadvantage against the bigger boy.

A little fat may be an advantage (1) as reserve fuel to draw from

over a long season, (2) as padding over the bones in contact sports, and (3) for extra power in knocking an opponent out of the way.

We assume the individual is not slowed up by the extra weight and that he has the strength and endurance to carry it.

Force equals mass times acceleration; hence, 15 pounds extra weight supplies additional force—if it can be moved at the same rate. If the heavy boy is as agile, fast and enduring as the light boy, he is likely to be of greater value to the team. This holds true even if the extra weight is more fat than bone and muscle.

Speed is essential in most sports. A well-known college track coach wants only high-school sprinters on his team, even for the long-distance and pole-vault events. Other powers can be developed, he claims. But speed cannot improve much with training.

Attention was called in the previous article to the various kinds of speeds. For instance, the straight-away dash man may not rank high in stopping quickly and changing direction, a type of speed essential for the elusive halfback. And the boy who is the fastest starter may not be the fastest runner over a hundred-yard sprint; yet starting speed might be the more valuable—to the football lineman, for example.

The armed forces have demonstrated that speed of recognition is subject to training; i. e., with experience, one can recognize a plane in a very small fraction of the time it took before training.

This type of speed should help in sports. In the rapid team games, one is dependent on quick recognition of situations for proper responses. The rapid assumption of court-position in tennis is an example of highly trained speed of recognition. The

feed passes in rapid-action basketball are only possible because of the quick recognition of situations resulting from much training.

In movements of the body, speed can be improved with training. But the faster boy is likely to improve about as much as the slower boy, hence, always remain superior. The slower boy may become superior by learning to size up the situation more quickly; or by working harder and longer, thus becoming more skillful. The coach knows the importance of speed and gives it consideration when selecting squad members.

Skill level. The boys with high skill levels naturally rate very high. The more they know, the less new they have of fundamental instruction and the more time can be devoted to advanced instruction.

Energy and Drive. The boys who seem to have extra supplies of energy, who can work longer without tiring, are definitely desirable. This energy factor may be inherited or may be the product of better training and a great desire to succeed. Coaches like boys who strive to succeed, since they are more eager to learn and tend to be more dependable both on and off the field.

Character references

Character. Other factors being equal, the boy with good habits should be given preference. Willingness to work hard for a common cause, observing health habits as an aid to condition, getting along with one's fellows, being honest about equipment, and giving one's teammates due credit—are phases of character which boys possess in varying degrees. The coach can and does teach these traits to boys.

Resume. The coach watches the boys working together and competing against each other. He collects all items he can about the relative promise of each boy. He rates them daily in the various aspects. He then selects those who seem most likely to help the team win.

Progress, previous records, motor-test scores, attendance, weight, speed, grades, character, specific skills, build, and potentiality are all taken into account.

The selection process is a case study of each boy. His relative effectiveness in competition is the final test.

Analyze the material. It is difficult to plan the practices before the material has been evaluated. The early sessions should be devoted to conditioning and to sizing up skill

(Continued on page 22)

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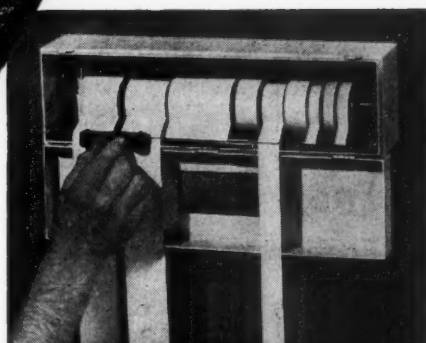
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(Continued from page 20)

levels and aptitudes. The boys can be rated with respect to each other and with respect to their suitability for a particular position. The coach who has many boys returning naturally can do most of his planning before the season.

Fit the system to the boy instead of vice versa. As soon as the coach has sized up his material, he selects the offense and defense most suited to them. He adjusts his system to their power, speed, weight, experience, and skill.

In football, lots of power but little speed or elusiveness may suggest the single wing with an unbalanced but compact line. Less power or weight, but more speed, may suggest the T.

In basketball, the smaller, faster team may pick up the opponents all over the court and stress fast break on offense; or they may play a possession game because of their lack of rebounding ability.

The small, fast tennis player may be more successful by stressing accuracy and placement, with less emphasis on net play. The taller player may volley more, take the net oftener and emphasize power.

The weak-hitting baseball team may stress pitching and defense, with the accent on bunting, base stealing, waiting out the pitcher, etc.

In other words, the coach builds his offensive and defensive techniques around the particular abilities of his boys. He also takes into consideration the style and abilities of his opponents.

One coach expressed his planning as follows: "First I teach them what they must know or get licked. Then I proceed with how to try to win."

This is the defensive approach. Other coaches believe "a good offense is the best defense."

Slogans don't help

There is little value in such slogans. A boxer without a defense gets hit too much for his own good even if he does win.

If the coach finds himself with little scoring power, his only recourse is to keep the opponents' scoring lower. If he has great scoring power, he may pay less attention to defense.

The teams stressing offense tend to be more popular with the spectators. Coaches with specialties may emphasize them, since everybody tends to teach better what they know better.

Condition the boys by practicing game units. The early practices are designed to condition the boys and give them practice in basic skills,

form, footwork, and stance. The conditioning may very well be a by-product of the practice in the skills.

For rapid learning, the inexperienced boys will need more demonstrations and simpler game-units. In many of the team games, it is a wise idea to start with a general picture of the basic system. The basic skills can then be learned as parts of the coordinated team play. The "T" in football, the "M" in soccer and the fast break and post-attack in basketball are examples of basic offensive systems.

Use progress records and scouting notes for planning practices. Charts and records of each practice will aid in planning the next practice. An analysis of game movies will indicate weaknesses that need correction before the next game. As the boys gain experience, they may be given a greater variety of techniques, special variations and drills for perfection of parts.

Planning the practice

The practices will need to be adapted for each opponent. Knowledge of the opponents' system is of great value in planning the attack and defense against them. Records of their attack and defense in previous years and scouting notes on their recent games will focus the planning on exact needs. If possible, a reserve team should be trained in the opponents' system so that they can try it against the varsity during the week.

The time and length of practice periods depend on many factors. In general, the two hours following the close of the school day have proved best. The availability of facilities, the number of players who commute to school, the time of season, and the frequency of games, all affect the time and length of practice.

If the squads are very large, the amount of intense activity for each individual tends to be less; hence, the practice period may be longer. Once the boys "get in shape," the amount of intense work should be diminished.

Don't over-scrimmage. Long scrimmages are usually undesirable once peak condition is reached. Some successful football coaches do not have any first-team scrimmage after the season starts. Wrestling and boxing coaches usually have some practice matches in mid-week. Basketball coaches may have half-court scrimmages, or brief long-court scrimmages. Track coaches tend to have little or no actual racing between meets.

Most coaches have competition during the week between squad

members who have not yet made the varsity. Since these boys rest while the varsity plays, they need competition to hasten their development. The varsity spends the time between games in polishing individual work and team play.

On condition

Condition through fatiguing activity. One basketball coach sums up his attitude as to the severity of practice, with the remark: "After my season opens, if my boys do not have to be chased off the floor at the end of practice, my practice has been too long." You will note that the coach applies the rule only after his season opens.

If the boys report for practice after months of inactivity, they will need a daily increase in the amount and intensity of activity to "get in shape." The boys must not be injured in this conditioning process, yet they must be worked hard enough to feel fatigue.

Generalizing from the armed forces' experience in this war, one might expect the conditioning period to extend over a range of eight to twelve weeks. Actually, few boys who report fat, flabby and very low in strength and endurance, make the team that season. Most of the varsity boys have exercised vigorously out of season and maintained some degree of the endurance and strength needed for the sport.

Permit voluntary practice out of season. Some conferences stipulate that practice in a particular sport cannot start until a specific date. This rule seems justifiable if the boy is engaged in some other activity. But it overlooks the fact that many boys have neither the opportunity nor the ability to participate in the current varsity sport.

The rule is really a sop for the adults in the community, who are afraid that coaches will pressure the boys into practicing more than they want to and more than is good for them.

If the sport is an educational activity with real developmental value, the community should be glad to have the boy practice the activity, voluntarily, any time in the year. The writer has yet to encounter a community which prohibits students from learning history, chemistry or foreign languages before a certain date.

Our war-training experience would indicate that a four or five week period is inadequate for developing the peak physiological conditioning desirable before intense competitive activity. Many boys

(Concluded on page 52)

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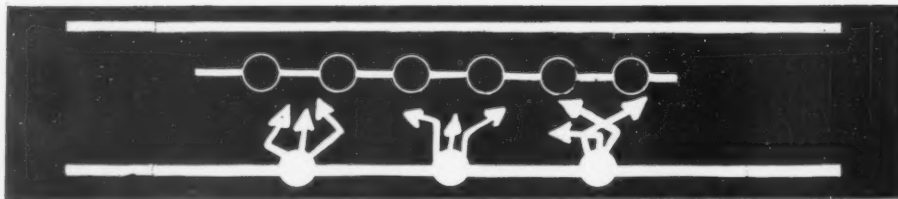
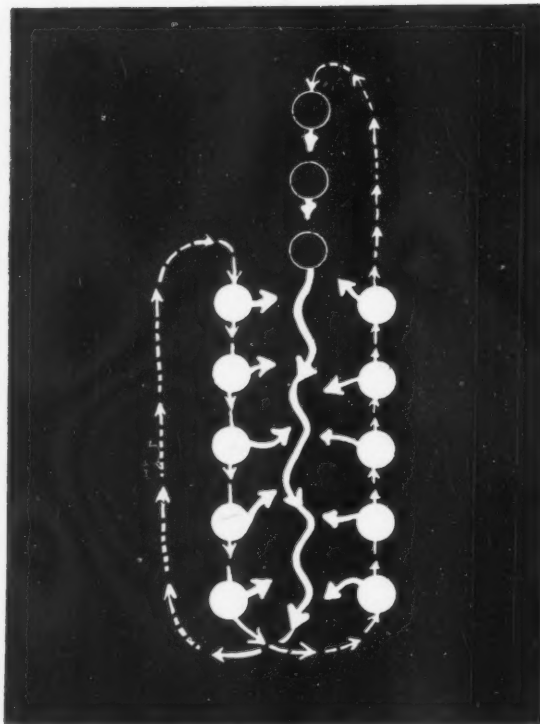
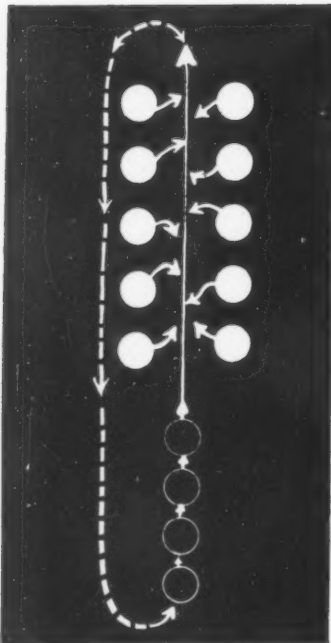
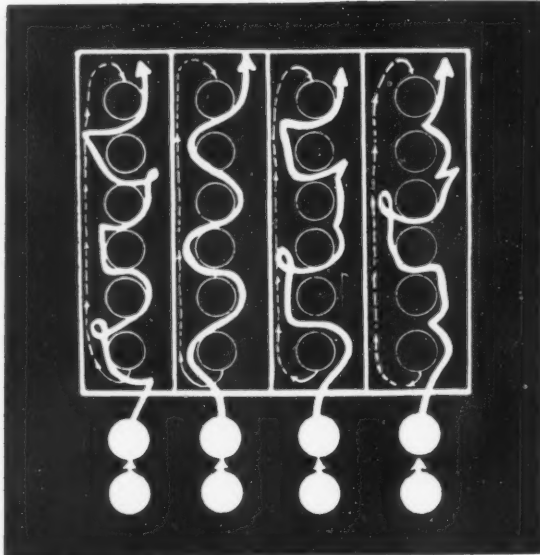
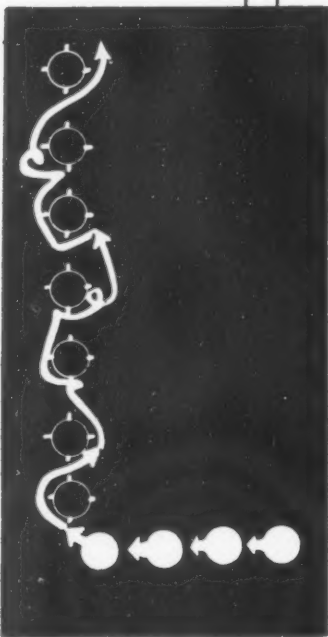
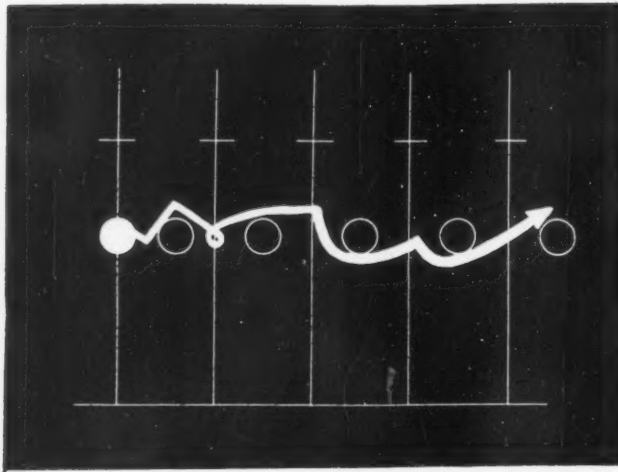
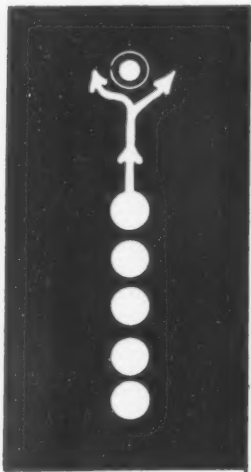
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BACKFIELD DRILLS

by Sidney Hale

This is the second of two articles on football practice drills by Sidney Hale, football and baseball coach at Norwood High School, Cincinnati, and a college football scout on the side.

COACHES interested in developing their ball-carriers quickly and efficiently may find sustenance in this 14-drill catalog, which is pegged on the five characteristics of good carrying: speed, drive, split-vision, shiftiness, and quick-thinking.

Drill 1 is a simple device employing a line of ball-carriers and a dummy. The carrier runs up to the dummy—a hypothetical tackler—and shifts the ball away from it with a pivot, cross-over, side-step or any other elusive action. The boy then passes the ball to the next back in line and takes his place at the rear.

Drill 2 is similar to 1, except for the wooden blocking posts in the ground. The backs practice weaving, shifting and side-stepping around the posts. As a variation, actual tacklers (on their knees) may be substituted for the posts.

In **Drill 3**, the carrier maneuvers between the sideline and the 15-yard markers in attempting to evade the tacklers, who must stay within their lateral (15 yards) and forward (5 yards) boundaries.

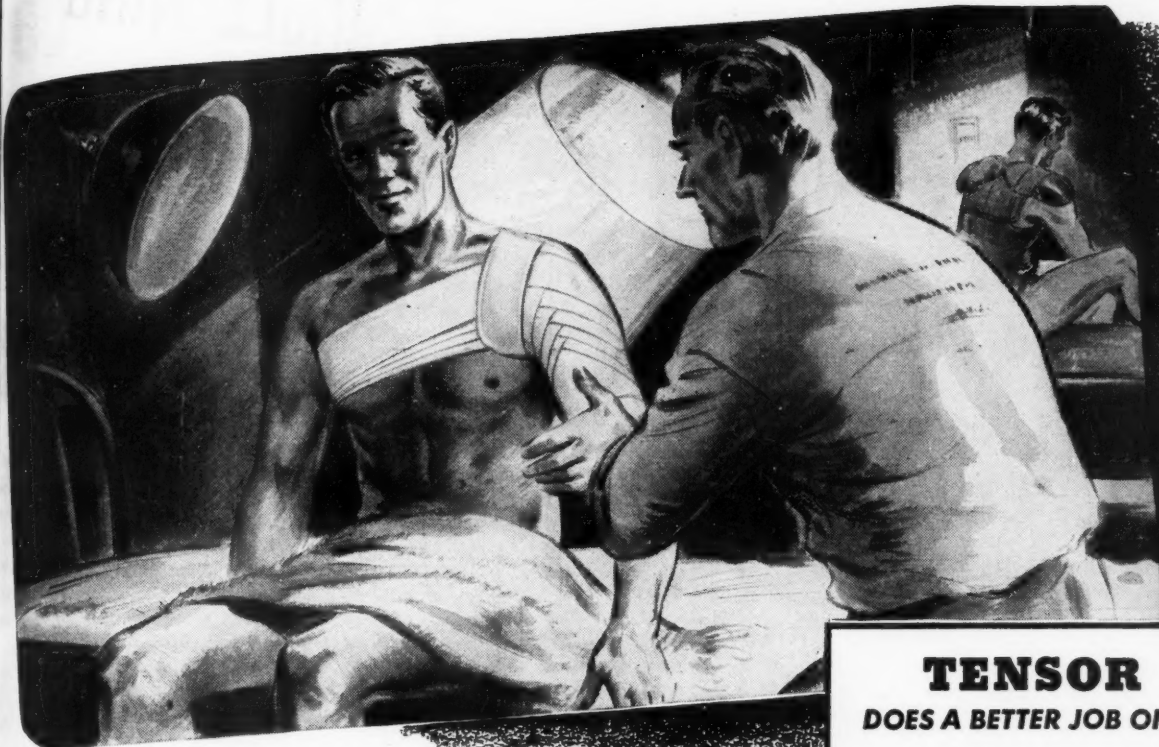
Drill 4 is a variation of 3, employing larger numbers. The carrier attempts to run through the line of tacklers, using all his elusive tactics. The defensive men must stay within the confines of the yard stripes.

In **Drill 5**, the back runs between two lines of defensive men who attempt to jerk, pull or knock the ball out of his hands. (No tackling, please!) Backs who fumble may be run through a gauntlet of tail paddlers.

Drill 6 is similar to 5, except that everyone gets a chance to run with the ball. The object, again, is to make the back fumble. After every run, A moves to B, B to C, and C to A.

In **Drill 7**, the tacklers line up two yards in front of the goal line and the backs five yards from the defense. The goal defenders try

(Concluded on page 28)



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Recipe for Functional Offense

SINGLE WING PUNT DOUBLE WING

By John ("Ox") DaGrosa

This is the second of two articles on building an attack by John "Ox" DaGrosa, head coach at Holy Cross College and perhaps the country's foremost authority on football pedagogy.

BEFORE elaborating upon the basic systems of attack, I'd like to repeat my advice on the selection of an offense.

The first step is a careful evaluation of the personnel—its quality and its quantity. The boys should be assessed in relation to the five essentials of offense; speed, power, deception, passing and kicking. Their abilities and potentialities along these lines should determine the ultimate formation.

Little time should be wasted on plays demanding abilities not possessed. It would be foolish, for example, to incorporate a series of sweep plays if you haven't a speedy back to make them go.

When I say adapt the formation to the material, I do not mean change the formation every season. A formation and its plays gain precision and finesse with the years. What the coach should do from year to year is adjust them to the changing material. That is, accentuate different plays or tack on "specials" to exploit specific talents.

Many coaches use one or two variations of the same formation, or use two wholly different formations. In recent years, for example, many of the die-hard single wingers, loath to scrap their first love but anxious to keep abreast of the times, have installed T sequences as adjuncts to their single wing, springing the T as a surprise any time during the game.

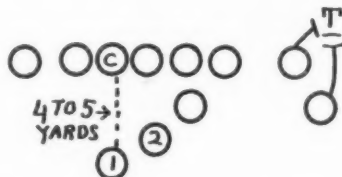
The two-formation idea lends variety to the attack and enables a team to exploit weaknesses in the defense. It also puts extra onus on the opponents, preventing them from using standardized defenses.

The obvious danger of the two-formation system, especially in

schoolboy ball, is the inability of the boys to absorb too much detail. Knowing one formation thoroughly is far better than knowing two or more haphazardly.

With this in mind, let's take a look at the basic formations and see what makes 'em tick. Since the T was analyzed last month, we'll confine ourselves to the single wing, punt and double wing, with a short nod to the Notre Dame.

Single Wing. The single wing derives its name from the location of the outside halfback, who is usually staked a yard back and a yard out from the end.



His wide deployment facilitates a solid double-team block on the defensive tackle. This helps greatly in getting the carrier into the secondary. Since the defensive tackle and end are the most dangerous opponents on outside plays, they must be hit as close to the scrimmage line as possible.

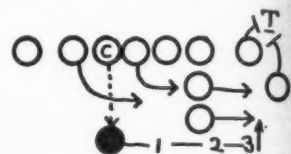
In the beginning, the single wing ran its plays to the long (strong) side, with the 1 back carrying. The 2 back was used as an interferer and bucker, straight ahead or to the short side. The single wing was known, and defended against, as a powerful running formation.

The trend away from brute strength gave rise to splits in the line and slight changes in the location of the backs. Speed and, later, deception thus came to the single wing. In the modern game, almost anything can and does happen from a single wing—spinners, hidden-ball plays, man-in-motion, and similar devices.

Cornell and Navy instituted a heavy right single-wing formation, as shown at top of next column.

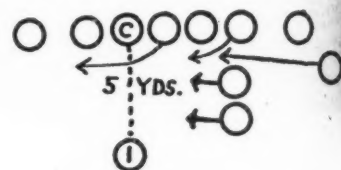
This alignment of backs offered exceptional long-side possibilities.

Hard-running and hard-hitting backs were needed for this type of football.



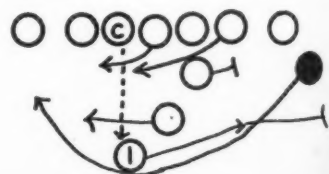
Deception was added in the form of a fake forward pass. The tailback, 1, upon receiving the snap, would raise the ball over his head as if to throw a fast baseball pass. Two interferers would swing out of the line, and join the guard and tackle in leading the tailback.

In addition, the wingback, 2, would come over close to the scrimmage line as an extra interferer. If the line blocks were good, this wing's speed often enabled him to lead the runner.



As you'd expect, this formation demands big, powerhouse material. If you have the manpower, this single wing will give you strong ground-gaining strength. Deception possibilities are offered by putting the wingback in motion, while kicking and passing potentialities are increased by fading the 3 back.

It was from this wing formation that reverse plays made their appearance.



In positioning your backs, place the 1 and 2 men four to five yards back. The 2 back is your key man if you expect to play streamlines.

(Continued on page 30)



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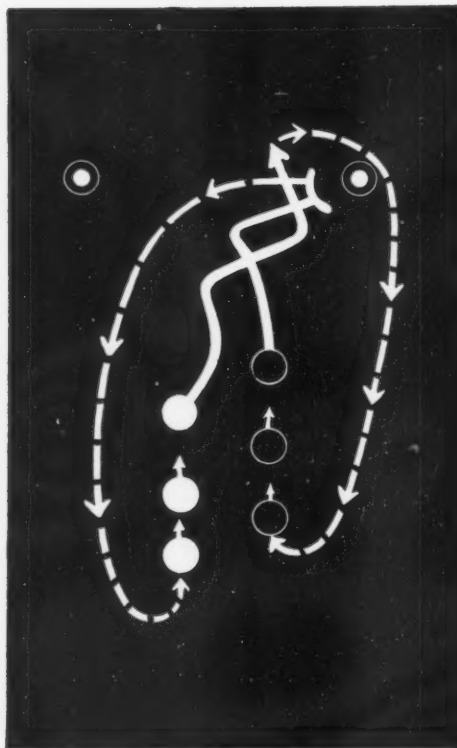
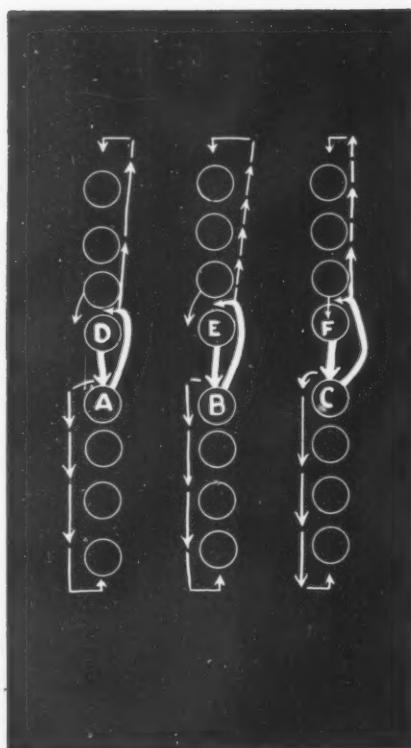
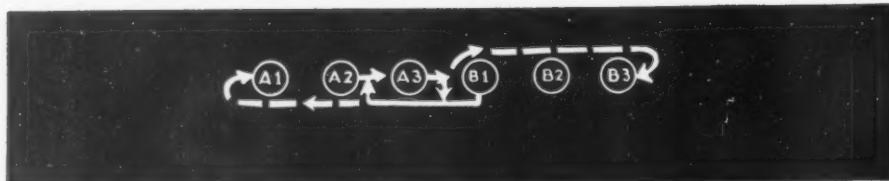
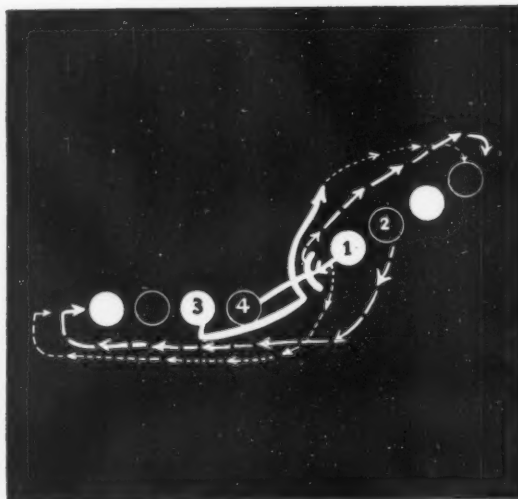
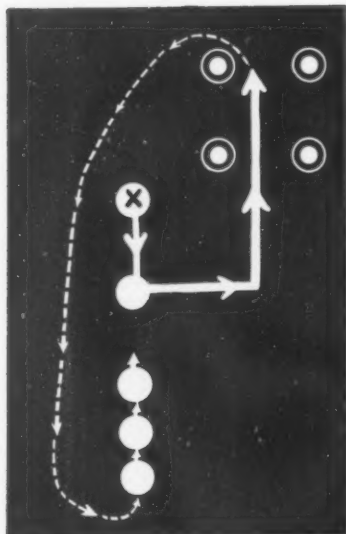
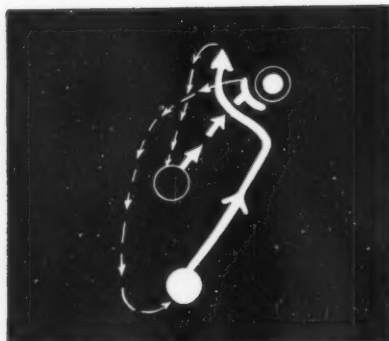
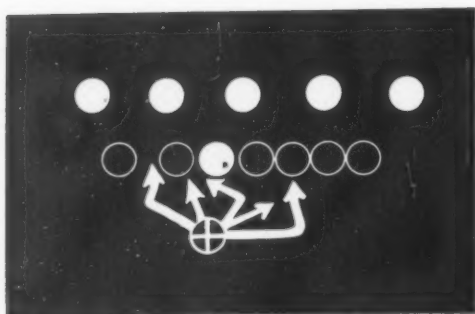
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Backfield Drills

(Continued from page 24)

keep the backs from driving through or diving over them.

After a few tries, the backs will learn exactly what to expect in the way of rugged going on the goal line. They'll also learn the value of fighting for those last few feet and inches. Due to its severe nature, this drill should be given in small doses.

In **Drill 8**, signals are called and the back tries to drive through the defensive line. The coach may stand behind the defense and signal just where he wants the back to drive.

Drill 9 affords practice in extra drive when about to be tackled. The backs speed up and drop their shoulders as they approach the dummies. They then return the ball to center and move to the rear of the line.

Suggestion: Have your managers keep the dummies fairly close together. Stress body duck, lift and leg drive as the back contacts the dummy.

Drill 10 aims at developing deft ball-handling. A3 moves forward and gives the ball to B1, who feeds to A2, etc. After his feed, each back moves to the rear of the opposite line. As a variation, the back with the ball may stay put and have the other back come to him. Steps for spinning may also be added.

Drill 11 is similar to preceding drill, except that it is run as a relay race. After feeding the ball to the back in the opposite line, the passer moves to the rear of the receiver's line: A goes to end of D line, D to A, B to E, E to B, etc.

In **Drill 12**, the blocker hits the dummy in any direction he chooses, while the carrier shifts the ball and cuts inside the blocker. Live bait may be substituted for the dummy. The blocker then becomes the carrier, the tackler the blocker, and the carrier the tackler.

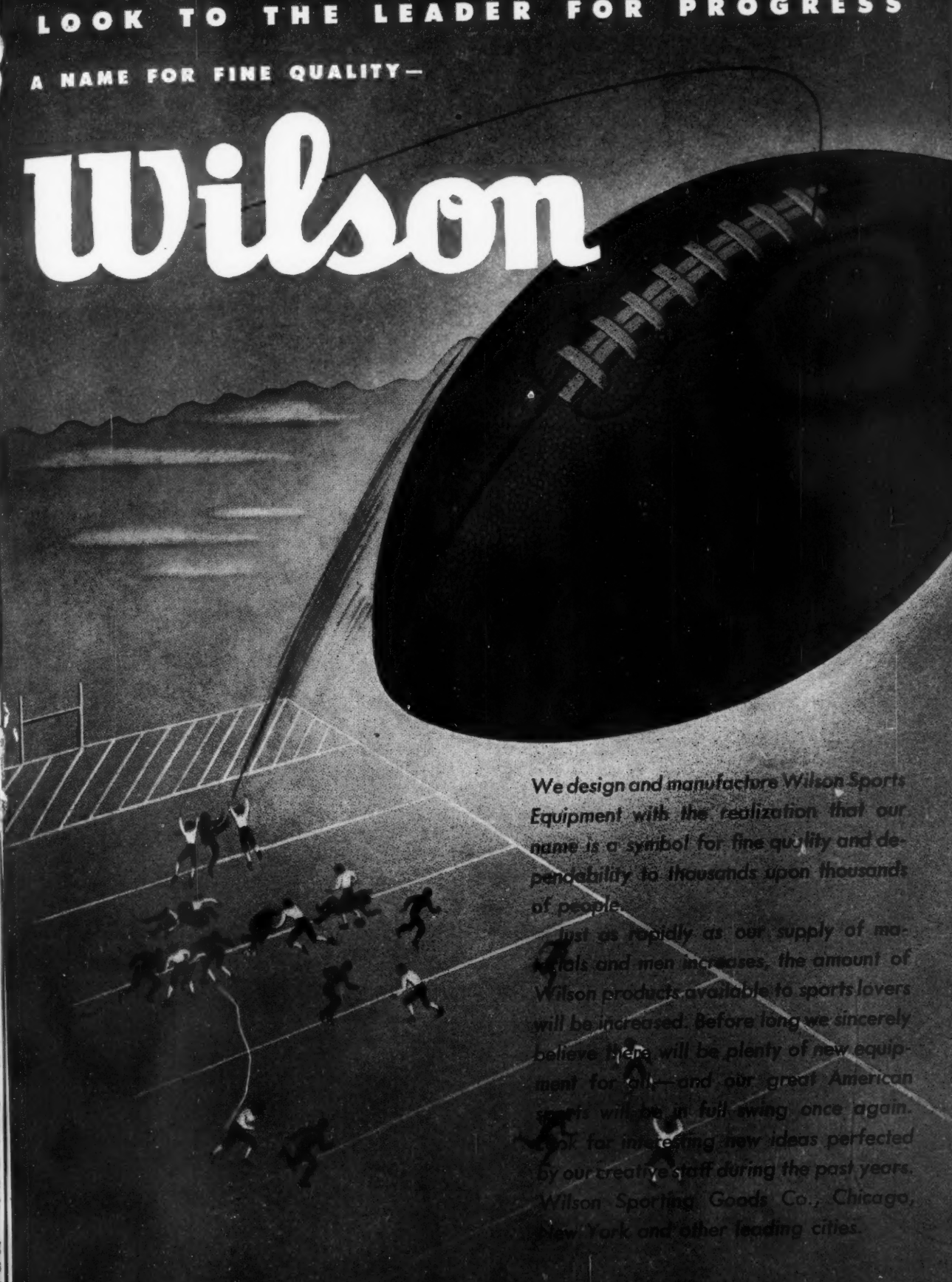
In **Drill 13**, the blocker leads the carrier, who sets up the defensive man for him (blocker). The blocker and ball-carrier (3 and 4) move to the end of the tackling line, while the tacklers (1 and 2) go to the rear of the opposite line.

Drill 14 is also aimed at teaching the carrier to make use of his blocker. The latter may take either dummy in or out without telling the carrier, who must properly adjust or shift with the block. After the run and block, the blockers and carriers exchange lines.

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IT'S WILSON TODAY IN SPORTS EQUIPMENT

Recipe for Functional Offense

(Continued from page 26)

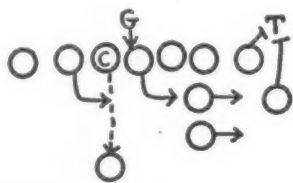
deceptive football. He is to this formation what the quarterback is to the T.

As these backs prove their ball-handling ability, they may start "hipping" the ball on fake reverses—holding the ball instead of feeding it to the wing coming around.

It is also possible to work in a fast passing attack. The line interferers may easily be taught to run deeper to protect the passer. Some coaches develop their passers by having them throw without the aid of retreated line blockers. While this is tough on green players, it does show up the boys' coolness and courage. The boy must have heart, or he'll never be a good passer.

This also applies to a punter; in fact, to every football player. He must love body contact or he'll never stand up to the give and take of modern football.

At the same time, a coach shouldn't be too quick to castigate a boy for apparent timidity. Some boys look timid because they are not sure of their assignments. Other kids just don't try their hardest in practice. So be sure before you praise or blame.



Problem of Defense Guard

Another good possibility from the single wing is a quick kick by the tail or bucking back. Remember, there is no defense against a close-formation quick kick, unless your opponent always plays his safety 30 yards or more back.

If you decide on a single wing or any of its variations, remember it calls for:

1. A triple threat in the tailback slot.
2. A buckner who can spin, if you go in for multiple ball-handling. Remember, deception involves delay. And delaying as little as one count can ruin your pet plays.
3. The wing must be big enough and must have a lineman's charge to help his end box a defensive tackle.
4. Your 2 back, who may be the signal caller, must be a blocker.
5. Since linemen are always pulling out, the boys left in the line must dovetail their blocking assignments. The openings on either side

of center must be plugged with real honest blocks—body-contact blocks, not the brush type. Against a six-man line, the defensive guard represents a real problem.

For the play to be successful, these qualifications are essential:

1. Two offensive men on each defensive man at the point of attack.
2. The men left in the line must check or block away from the play. (In coaching, I never use the word, *check*; it produces the wrong mental image.)
3. There must be as many interferers ahead of the ball-carrier as there are close-up backs on the defense.

As the season develops, you may find one great interferer who can take an end alone. If you find him early, save him for the big game. You'll then be able to throw an additional free interferer ahead of your ball-carrier.

In your fundamental instruction on line play, see that your center takes a comfortable position over the ball. I continually stress the word, *comfortable*. If the stance is wrong, the center may learn to pass well enough but he will never look finished or loose. And he won't be dependable in the clutch. Poor passing from center is a catastrophe in itself.

The snap to the tailback must be aimed at the pocket—the lacing of a back's pants. Either a not-too-fast end-over-end or a spiral pass is okay. The center should then recover quickly to carry out his secondary assignment.

His weight should be nicely distributed so that he is not easily pulled forward or charged back. He should practice bringing both arms up across his face for protection. He should be the pepper-pot of the team, always over the ball. He is also charged with keeping the line up to the ball (onside).

Some coaches are fortunate in getting a backfield type for center, a boy who loves to tackle or crash head-on into the line interferers. When you remember that a buck is successful if it gains 2½ yards, you can readily see how important it is to get a real tackler in back of your defensive line.

The two guards must pull out of the line to run interference, though the arguments as to the value of this swinging-out are unending. Teaching guards or any interferer to run isn't enough. He must love to hit someone, drive right on through or over him. He must charge quickly

if the end is moving and dive at his legs to upset him.

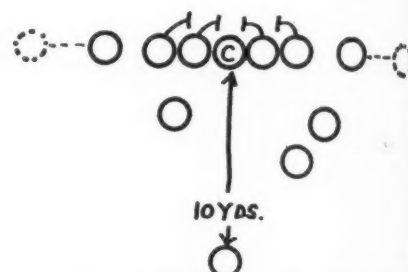
Tackles are picked for their defensive merit. They are breakers of interference, fierce, hard chargers—players who are fighting mad to get across the line. If they have all that, you must make a place for them on offense.

Ends are your pass catchers or decoys. But they, too, must be able to handle a tackle, box him in or be a real aid to a wingback in a double team.

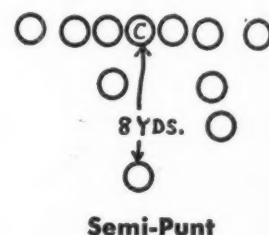
The qualifications of good backs are well known. Though many great backs are born, it is quite possible to develop a star. If your scoring ace is not rugged enough to stand a full game, use him as you would a pinch hitter in baseball.

Use him to run back punts as safety man; allow him to play the ball on defense; place him where he'll receive the kick-off. In other words, if he represents six points, use him where and when.

Punt formation. The punt is one of the basic formations in an offensive cycle. The players line up as shown.



Regular Kick Formation



Semi-Punt

The ends may move out (optional) and the punter must get his kick away on the count of 3 (one-two-kick). The tandem in the backfield forces the incoming linemen to the outside. A good series of deceptive plays may be built around the second man in this tandem.

The test of a punter is his ability to kick from behind his own goal line. His temperament, hence, is all-important.

In developing your kicker, do not interfere with his natural style. The main point is to get the kick away. As he gains confidence, he'll improve his form. This entire formational

(Continued on page 36)

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IN FOOTBALL

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- Alcohol makes hard work harder. Durig's tests prove that alcohol in two glasses of beer made the man tested work $\frac{1}{6}$ harder and $\frac{1}{5}$ longer to do the same amount of work.
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A 5-IN-1 SUMMARY

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Inside the



By Nat Mack

Nat Mack, former N. Y. U. grid captain and backfield coach, is starting his first season as athletic director and football coach at Spring Valley, N. Y., High School. He comes from Washington Irving High, Tarrytown, N. Y., where he lost only one game in three seasons.

FIRST down, 10 yards to go for a touchdown," says the referee, straightening the ball on the next to the last stripe. The chips are down. Will the offense click and score, or will the defense hold?

The five plays that accompany this article are designed to score in one play and have been used with a great deal of success anywhere inside the 20.

We work on these plays for a half hour or more at least once a week. The first team is given the ball inside the 20 and instructed to score using only these plays. The more often they score, the more confidence they gain in their ability to put the ball over from close in.

We run these plays from our two regular formations, both of which are slightly unorthodox. With slight variations, however, the plays may be run from any formation.

Our A formation features a very unbalanced line with five men to the right of center and one to the left. The backfield is aligned in short-punt formation.

Diag. 1 is an end-around in which the tailback receives the snap and starts driving between the defensive guards at about three-fourths speed.

He palms the ball off his right hip, making sure to expose the farthest half of the ball to the offensive right end, who takes it and continues around the left end.

The tailback plows through the

line to carry out his fake, and blocks downfield. This play is particularly effective in scoring territory, since the defense invariably folds toward the middle of the line.

A sharp driving play like **Diag. 2** will often bust the defense wide open. Again working on the theory that the defense will jam toward the center, we dynamite off-tackle.

Although we practice this play right and left, we stress the left in scoring territory. The reason is simple—most ordinary plays are run to the right; hence a shift to the other side will often catch the defensive right tackle inside. Note, in the play, the double teaming on the key defensive men—end and tackle.

Our B formation embraces a balanced line with a modified single wing backfield. **Diag. 3** illustrates a criss-cross lateral from this setup.

The center softly wafts the ball to the quarter, who is lined up two yard back of the right guard. The quarter half pivots to his left and fakes to the fullback. He then throws a lateral to the tailback, who has taken two steps to his left and come back. The tail then sweeps the end.

This is essentially the same play that kept Fordham out of the Rose Bowl in 1936, scoring a winning touchdown for N.Y.U. from the 10.

Inside the 20, the defense is extremely eager to get to the ball-carrier. The next play (**Diag. 4**), our "B Sucker Pass," exploits this eagerness.

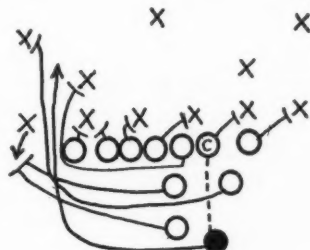
The ball is centered to the tailback, who runs back six yards as if to throw a long pass. The offensive left tackle, guard and center fake blocks and permit the right side of the defense to charge in. They then fade out about seven yards to their left on the line of scrimmage, with the blocking back two yards behind them.

The pass is tossed to the back, who yells "Go!" as he takes it. The three linemen race downfield and block. Meanwhile, the left end fakes going out for a pass, and screens the weak-side backer-up. As the blocking back takes the pass, the left end smacks the backer-up.

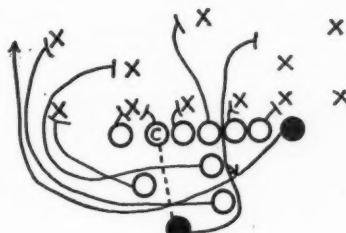
Tulane, in 1941, scored three touchdowns against N.Y.U. on this play alone.

Diag. 5, our "'A' Jump Pass Lateral," is also designed against a tight-knit defense inside the 20. This time, however, we exploit the eagerness of the strong-side backer-up to make the tackle.

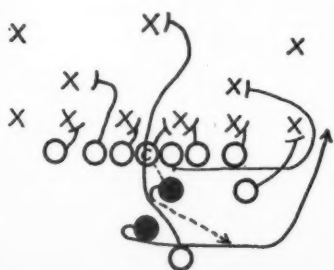
The bucking back receives the
(Concluded on page 64)



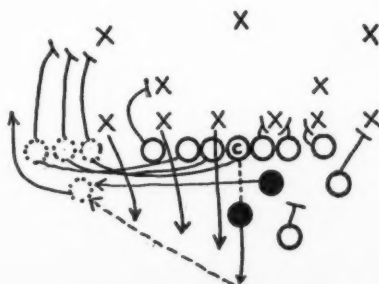
Diag. 1



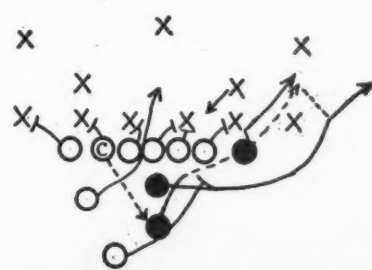
Diag. 2



Diag. 3



Diag. 4



Diag. 5



**A NEW
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STRONG
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ABOVE ALL—
EFFICIENT!**

Materials Needed: One-half length 3" Ace (No. 8) Tension Bandage for figure-of-8 wraps about ankle and foot. Four pieces of 1½" adhesive tape.

Procedure: After ankle is wrapped snugly with the Ace Bandage, apply two pieces of 1½" tape, superimposed. Start on ridge of arch, passing beneath the foot on the inside, pull up tightly on the outside and carry over in front of outer ankle bone to a point approximately 4" above inner ankle bone. The other two adhesive strips, superimposed, are also started from ridge of arch and applied in exactly the opposite manner. This will give strong support without the cast-like rigidity which frequently transfers shock from ankle to knee, sometimes causing severe injuries that put players on the sidelines for a long period.

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Recipe for Functional Offense

(Continued from page 30)

set-up is aimed at protecting your triple-threat back.

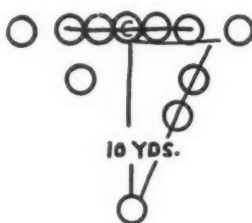
The punt formation also affords unusually good passing and running potentialities. The second man in the tandem may hit the line on quick-opening plays. In short, the punt exploits every attacking possibility; therein lies its strength.

The kicker is usually deployed 10 yards back of center. If he's slow getting the ball away, move him back two more yards. Your running and passing attack may be improved by placing him eight or five yards behind center.

Eligible pass receivers may be deployed wide as flankers. For further deception, men may be put in motion to either side.

The formation has its weaknesses, of course. It is tiring on younger players, especially in the early season before they've developed the hardness that comes from running. Then, again, it's tough to run from for a full game.

The major responsibility of a punting team is to protect the "sacred soil," known as the kicking zone. This is triangle running from the ball to the kicker's foot and from there to the right tackle's outside foot and back to the ball.



Notre Dame. The coaching genius of Knute Rockne, his inspirational leadership and the material at his disposal would have made any system famous. But Old Rock selected a simple basic formation with an added rhythm shift—a form of attack which featured running but which was a perfect mask for a passing game.

The box positioning of his backs with a slight dance-step shift allowed him to hit the defensive tackle and end more easily. They shifted, swayed and kept right on running.

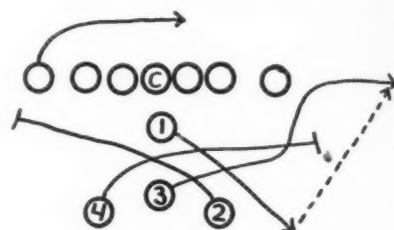
Rockne's delayed pass play is shown exactly as he once diagrammed it for me.

The right end blocks the opposing tackle. The line blocks from tackle to tackle. The left end checks the opposing tackle for an instant, then runs down and cuts to the right for the pass.

The 3 and 4 backs fake runs to the right, the latter faking as if he has the ball and hitting the left end. The former runs slowly, letting 4 pass him, and watches his chance to dart into the open.

The 2 back delays until 3 and 4 have passed, fakes a split buck to the left and blocks the end.

The quarterback takes the ball from center, fakes to the 4 back, then turns quickly and fakes to 2. Following this double fake, he runs back and makes a running pass to 3. If 3 is closely guarded, the ball is whipped to the left end.

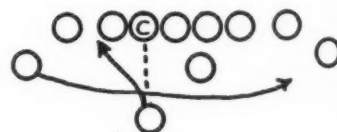


Rockne's Delayed Pass

Every formation should feature a good pass play from the 25-yard line. The idea is to score before the opponents go into their goal-line defense.

Double Wing. It has been suggested that a coach build his own offense—create plays, change assignments, etc. The double wing is a tribute not only to the person who originated it but to the coach who, when nearly everybody else had discarded it as useless, kept it functioning against any and all defenses.

Pop Warner introduced this formation at Pittsburgh. He featured a long-side reverse which, together with double and triple passes behind the line, lent deception and power.



Built to function against 7-man lines, it lost its attraction when the defense caught up with it. In 1926, Coach Ingram at Navy won the national championship by developing a double wing with single-wing power possibilities. The idea was to freeze the short-side tackle. Lining up in double-wing formation, the short-side wing would start in motion to the strong side. But the play would come back to the short side,

(Concluded on page 59)

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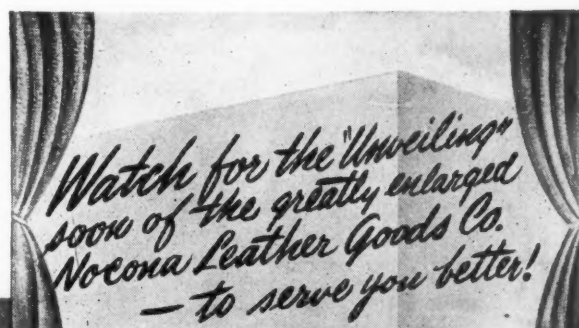
R. C. Story

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the P-T formation

by Glenn Wilson

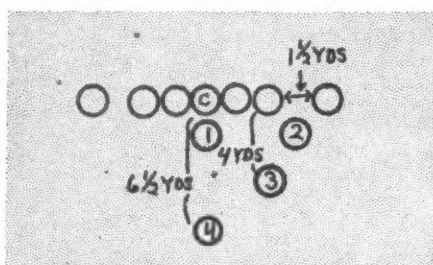
Glenn Wilson, former Gonzaga University star end, has been coaching since 1935. After getting his M. A. at the University of Arizona in 1940, he came to Coolidge, Ariz., High School as assistant football coach. In 1943, he became head man—and hasn't lost a game yet! Last year, he was named honorary coach of the all-state eleven.

COOLIDGE High is very happy about its P-T formation. Since installing it, we've won 29, tied 1 and lost 3. We've won the championship of the two local conferences four years in a row and have been unbeaten and untied since 1943. Not bad for a Class B school with an enrollment of 200!

The great Stanford team of 1940 showed us the high-T. Up until then, we had been using the Notre Dame box and short punt formations, shifting from one to the other or setting up direct from the huddle.

Our initial experiment with the T was unsuccessful. We just didn't know enough about it. Naturally we couldn't adopt it in toto. But we didn't quit on it.

Head-coach Edgar "Mutt" Ford came up with the solution. He hit upon the idea of retaining the basic setup of the short punt and incorporating some of the features of the Stanford T. The formation that resulted is shown in **Diag. 1**.

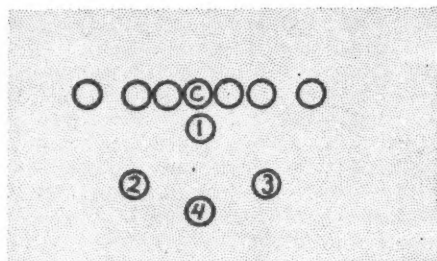


Diag. 1, the P-T

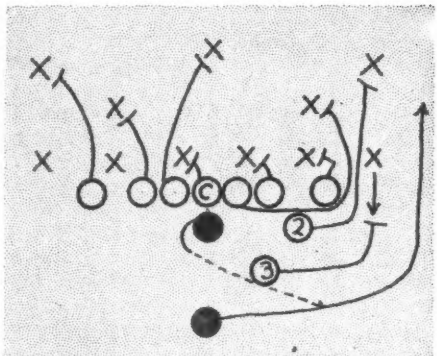
In our P-T, the 2, 3 and 4 backs are expected to learn two positions thoroughly and to know, at least generally, all the backfield assignments on all plays.

Our 4, or tailback, is set a yard to a yard and a half deeper than in the orthodox T. This, of course, is a holdover from the short punt. From this position, he can run the ends or go off-tackle very effectively, or he can trail the 2 or 3 back for a lateral.

We also use the 4 back for de-



Diag. 2, Straight T



Diag. 3, End Run

played bucks from full or half-spin fakes to the 2 and/or 3 backs.

The 3 back is used on quick openers to the strong side, spin plays to the weak side and as a flanker right or left. We play our fastest starter and best pass receiver at this spot.

Our 2 back is the heavy-duty blocker. Since he leads most of the running plays, he must be plenty rugged. He usually sets up as shown in **Diag. 1**. Sometimes, however, he deploys on line with the 3 back, as in **Diag. 2**.

This gives us a practically straight T setup, and it is from this formation that we run our regular T plays. We occasionally put either the 2 or 3 back in motion.

The 1, or ball-handling, back takes his stance directly behind the center, with his hands in contact with the center's crotch. His palms are turned downward with the backs in contact with each of the center's legs high up inside the thigh. His thumb-tips just touch in the middle of the center's crotch.

We believe this is more natural than the usual position with one hand above the other. More natural in the sense this is the way boys catch and handle a football, basketball or baseball. With the hands in

this position, there is less chance of the ball striking the fingertips of the lower hand and causing a fumble.

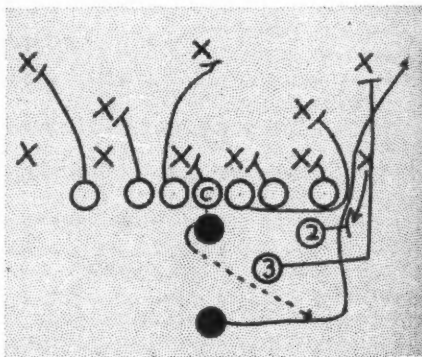
The fact that both hands are hidden from the defense adds to the deception and permits the ball-handler to maintain a relaxed stance with both shoulders parallel.

In our offense we build as many plays in series as possible. We have found that a few well-selected, intensively drilled plays give better results than a large repertoire of plays poorly executed.

We teach only three blocks—straight shoulder, body, and reverse body—and expect each boy to master them. This is true for both linemen and backs.

We continually stress good faking by our decoys and spend a large percentage of practice time working on stance, pivots, feeding and faking.

For the benefit of coaches using the short punt or Notre Dame box, I am including four of our basic plays. This will give you an idea of how we have adapted the T to these formations and how we have tried to maintain a series continuity in our offense.



Diag. 4, Off Tackle

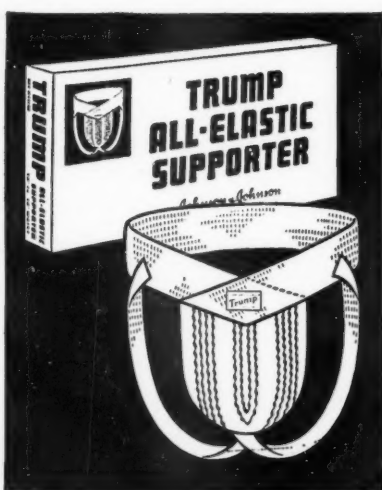
Diags. 3 and 4 show our end run and off-tackle plays. The initial pattern is exactly the same for both, with only the assignments of the 2 and 3 backs exchanged. These backs can set up the end for each other by well-executed fakes.

Diags 5 and 6 outline a spin play and an end-around check. We hit every hole on the weak side with the spin, using only a few blocking variations. In the end-around, good
(Concluded on page 53)



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been "balanced" with the new waistband design to give good, firm support without binding. These improvements spell c-o-m-f-o-r-t for every boy on every team you coach!

(NOTE — The Armed Forces still come first, but we're doing our best.)

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From Coaching School Notebooks

(Continued from page 11)

and dump him. On pass plays, they move in, balanced, and go for the ball with extended arms.

The defensive tackle watches the end for tip-offs on the play. He meets the end with a forearm charge. Against double teams, he wards off the end and charges the wingback. On pass plays, he rushes to the inside first and then out.

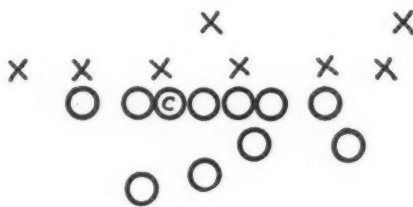
If you have a comparatively weak lineman, give him one responsibility and have him work either in or out in partnership with the line backer.

The long-side defensive end watches the wingback for a possible hook block and for give-aways on the play. He anticipates blocks from the inside, and smells out and rushes running pass plays. In his maneuvering, he tries to keep the ball-carrier parallel to himself.

The short-side end moves in fast, ready for blockers. He closes the inside and keeps alert for outside plays.

Pennsylvania believes in giving the entire team these definite pregame instructions: *No Penalties, No Blocked Punts, No Interceptions.* Blobs like these have lost many a game that should have been won.

Defensively, Penn uses several types of alignments as well as defensive signals. A favorite Red and Blue defense is the six-man line spaced as a seven, with the backers-up considerably overshifted, as shown.



If you like to loop your line, do it on first down. It is a smart idea to keep mixing your defensive setup and individual defensive stunts.

Against the T, Crowder recommends a five-man line if the opponents are stronger than you, and a six-man line under normal conditions.

Ed McKeever

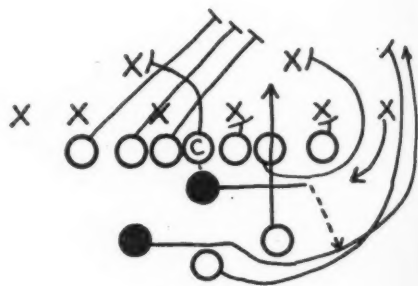
THE success of the T hinges on the boy's skill in getting inside the defensive tackles and around the ends. These are the bread-and-butter plays of the formation. To make 'em go, you need fast-hitting backs

and swift, sure ball-handling. The handling cannot be delayed.

The center and the quarter must practice endlessly to develop a finely tuned, cooperative action.

When the line is cross or switch blocking, the backs must delay getting to the hole to help the timing on the blocking. This delay is accomplished with a twist and short step to the outside.

The counter plays with the full-back faking or the cross-bucks with the half faking, expedite the straight quick-openers, keeping the defense off balance and looking.



Diag. 15

In his passing game, McKeever cautions his tosser against choking or palming the ball. The thumb is placed toward the end of the ball above the last lacing, with the fingers on the side of the ball opposite the laces. This makes for confidence and places no dependence on the laces for support. The ball will always feel the same, wet or dry.

The passer uses his left hand to hold and guide the ball before throwing. The actual release is effected with the wrist and the body, not the arm.

For pass protection, the Cornell coach favors the shoulder block-driving the opponent. But he occasionally varies this with the cross-body block.

He likes to have a safety valve whom the passer can unload to if necessary. This safety valve is usually a back who drifts out to the side, acting as a protector on the way. (See Diag. 22.)

His pass receivers run definite routes, according to instructions given in the huddle, such as: "rainbow," "pivot and cut," "pivot and across," "stop and go," and "button-hook."

In diagramming his attack, McKeever stressed some unusual variations in getting around the end.

In Diag. 15, the halfback fakes a

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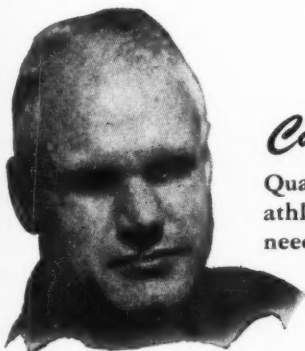
Read what these coaches say —



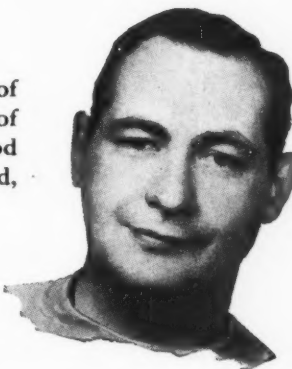
Herbert O. "Fritz" Crisler, Head Football Coach, University of Michigan, says: "Quaker Oats* deserves a place on any athlete's breakfast menu. Authorities agree oatmeal is one of our best basic stamina foods."



Jeff Cravath, Head Football Coach, University of Southern California, says: "Quaker Oats is the cereal which I recommend for young athletes who want the foods that will help them be stars."



Carl Snavely, Head Football Coach, University of North Carolina, says: "Do you know Quaker Oats is actually a storehouse of food elements every athlete needs? Authorities have told me it gives more than 30 needed food elements!"



Hugh Devore, Head Football Coach, University of Notre Dame, says: "The leadership of whole-grain oatmeal among cereals as a stamina-energy food is well known. No authority with whom I have ever talked, disagreed with this."



Henry Fruka, Head Football Coach, University of Tulsa, says: "I am sure it is true to say that for future football stars as well as for today's great athletes, breakfasts don't come any finer than hot, delicious Quaker Oats."

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straight buck to keep the end honest. The quarter takes a few steps along the line, watching the defensive end. When the latter closes in, the quarter laterals to the left half going around.

In **Diag. 16**, the two swinging linemen and the faking right half serve to confuse the defense. The pass to the right half is made just as the full throws his block on the end.

Diags. 17 and 18 show two counter plays with the fullback going outside and inside the defensive right tackle, and the left half in motion to his right.

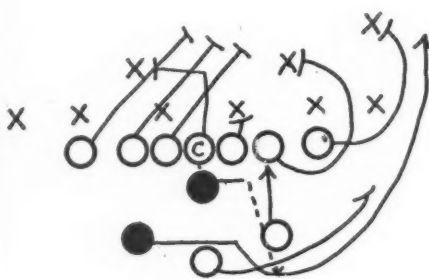
Diag. 19 outlines a switch-block play against the defensive left tackle.

The T numbers in **Diags. 20 and 21** have proven effective against both six- and seven-man defensive lines.

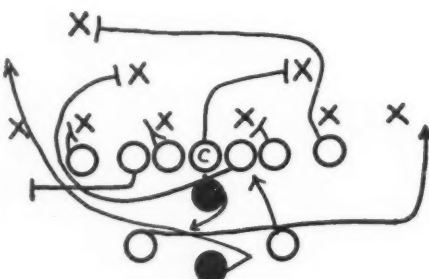
In the pass play in **Diag. 22**, the right half fakes a block on the end, actually making contact. He then slides off and becomes a safety valve.

The button-hook principle is illustrated by the left half in **Diag. 23**. He is in motion before the snap. Protection is the same as in the preceding play.

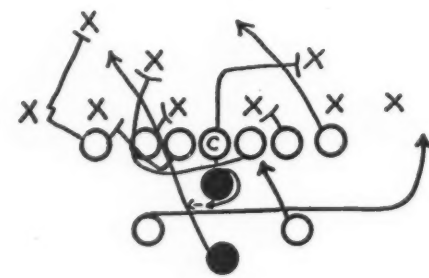
McKEEVER'S T PLAYS



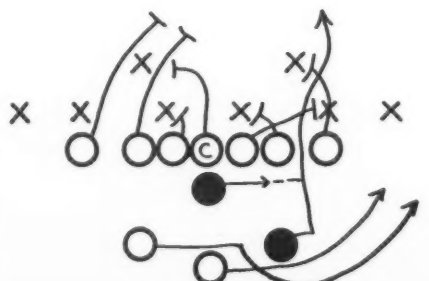
Diag. 16



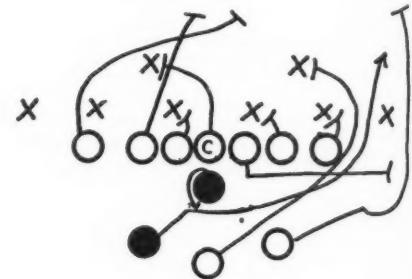
Diag. 17



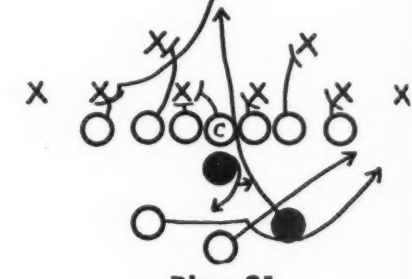
Diag. 18



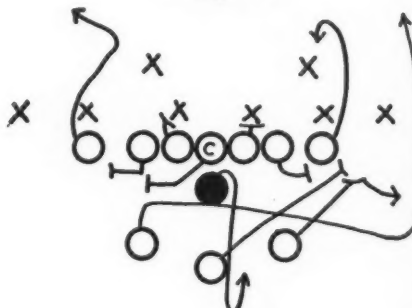
Diag. 19



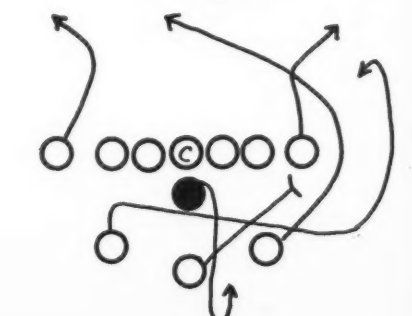
Diag. 20



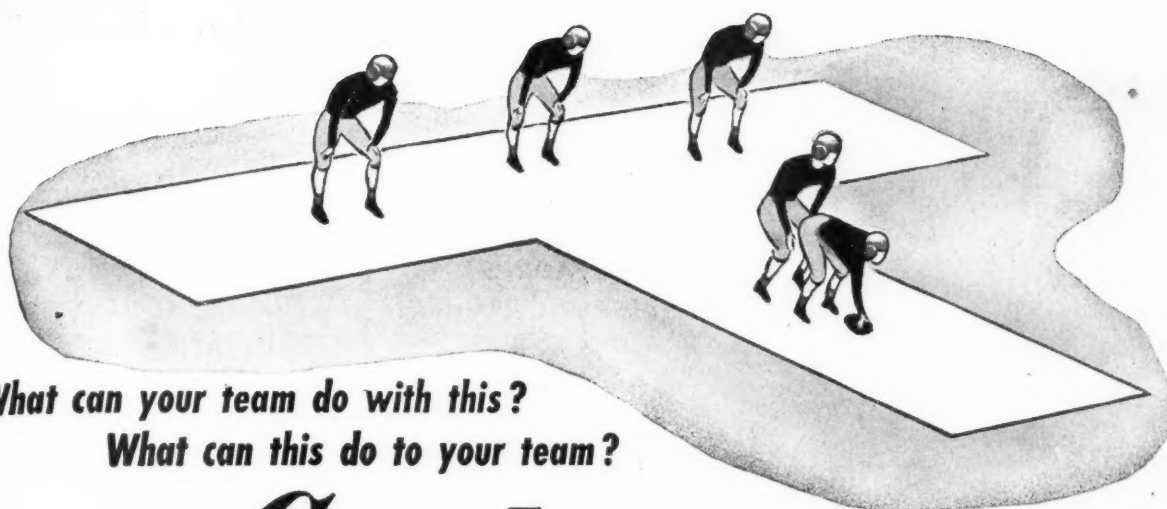
Diag. 21



Diag. 22



Diag. 23



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"Football—The 'T' Formation", by Frank Leahy.

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"Here Below"

(Continued from page 5)

overtime coaching debating, dramatics and basket weaving. In order to take care of all these additional deserving cases, available funds had to be spread so thin that the coaches wound up with little, if any, more compensation than the nothing they'd been getting in the first place.

So early last spring, they told the school board to put up or shut up. The school board promised to do something, had several meetings and did nothing. Whereupon the coaches went on strike.

There was no spring football practice. There was no summer training. Just a few weeks ago, the department of education came through and the coaches went back to work.

Horrified, the superintendent of Lower Merion schools announced coaches out there would not be exposed to any embarrassment of riches.

"If athletics are put on a money basis," he warned, "the whole structure of extra-curricular activities can be undermined, for they are now activated through a spirit of loyalty and devotion to youth and this spirit will surely die when the sponsors become hirelings."

"And where is the respect of the pupil for the teachers who will help him for hire but refuses to do so unless money is forthcoming?"

The question remains unanswered.

Memorials that live

WHILE browsing through Central (South Bend, Ind.) High's school paper, we came across a long list of names simply captioned, "Central's World War II Dead." Exactly 144 names appeared on that list.

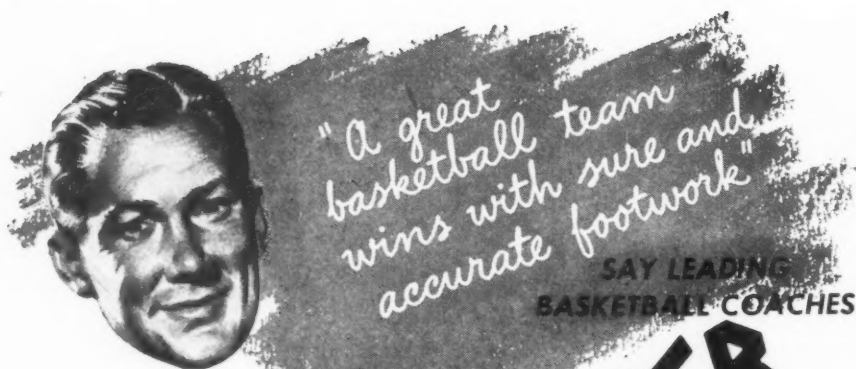
Just think, 144 kids from one school in one town—dead. Now think of all the other schools in all the other towns, and you can get an idea of our great loss in youth.

Many of these kids probably had a taste of college before joining the armed services. But most of them did not. High school represented their last schooling and their last intimate community consociation.

That's one of the main reasons high schools represent the natural focal point for living war memorials. The high school is a crucial stopping place on the road to maturity. Every girl and boy passes through it in their formative years, when their physical, mental and social graces are taking definite shape.

Hence, if there is one place where a memorial can serve a vital, living function, that place is the high school.

It's nice to report that a lot of other people think so, too. Many of the memorials already completed, such as athletic fields and gymnasi-



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THE ADLER COMPANY • CINCINNATI 14

ums, have been built on school grounds.

School men interested in the planning of such memorials may get a wealth of free material from the American Commission for Living War Memorials. Its latest aid is a big 35-page booklet, *More About Memorials That Live*, containing data on various types of recreation and physical education facilities. All the plans are detailed in blueprints and text, and supplemented with ideas on financing them.

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HIGH school sports have a new friend—the Scholastic Sports Institute, Ltd., a new organization designed to promote a high level of sports competition. Functioning exclusively in the schoolboy field, it will service all agencies and administrators responsible for sports policy and its execution.

The immediate program of the SSI includes:

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3. The organization of adequate nation-wide information facilities.
4. The collection and interpretation of vital statistics relative to all phases of scholastic sports.

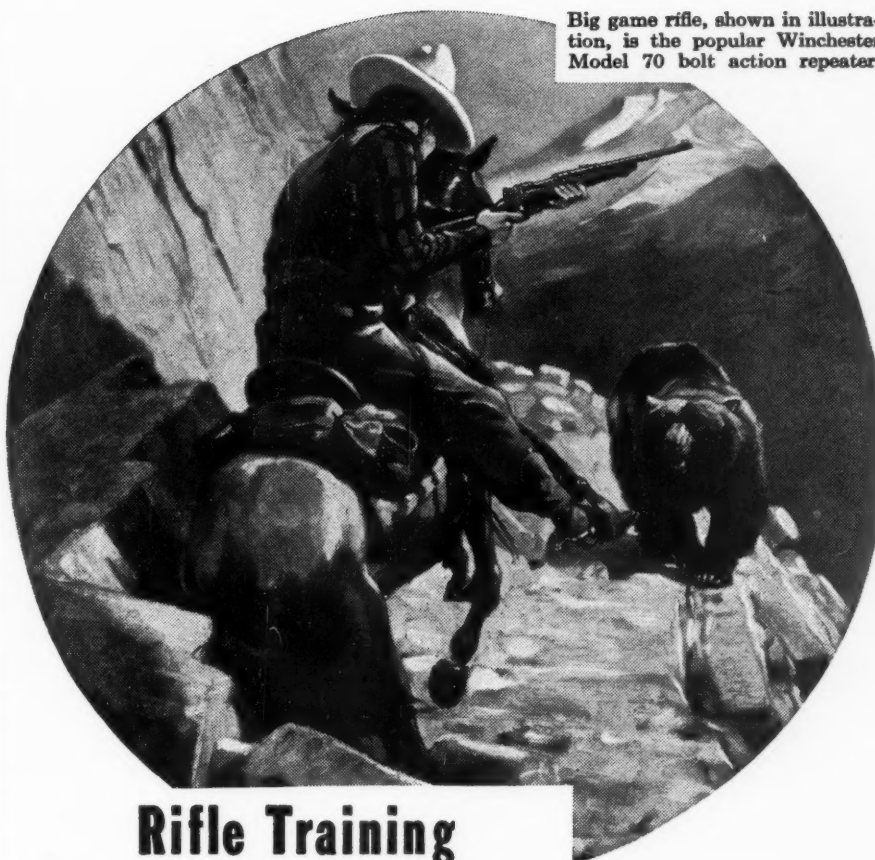
A non-profit making organization, the SSI will offer all its services, facilities and counsel without cost to high schools, scholastic authorities and official groups interested in the advancement of scholastic sports.

The executive staff of the SSI will be headed by G. Herbert McCracken, publisher of *Scholastic Coach*.

A board of consultants, made up of leading educators, will pass judgment on all projects.

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The famous Winchester Models 52 and 75 target rifles will give your marksmen another big advantage. . . Winchester Repeating Arms Co., New Haven, Conn., Division of Olin Industries, Inc.



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**... and now
I'm getting them"**

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Lewis W. Douglas,
President

GENTLEMEN:

Please send me your aptitude test.

Name.....

Address.....

S-4

A COACHING SCHOOL REPORT

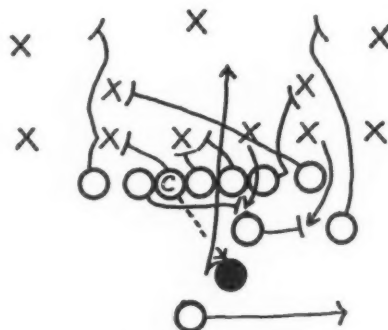
Lynn Waldorf and George "Potsy" Clark

By Walt Dobbins, Lincoln, Nebr.

BIG, genial Lynn Waldorf, of Northwestern, fed a tasty cup of T to the football-hungry students attending the first annual coaching school co-sponsored by the Nebraska High School Activities Association and the University of Nebraska athletic department.

"The effectiveness of the T," Waldorf stated, "depends largely on personnel. A good ball-handling quarterback and a hard-charging fullback are musts. I plan to use the T this fall because in my spring drills I couldn't find an outstanding left half for my single wing."

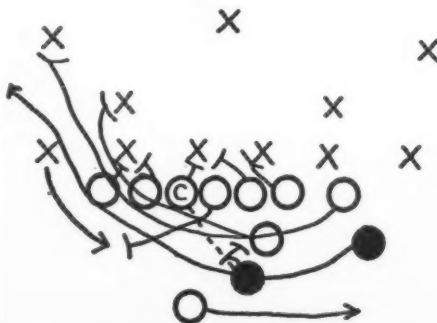
To assure the guest-students of a well-rounded menu, Waldorf diagrammed plays for both the single wing and the T.



Diag. 1, Half Spin

The first four plays illustrate a spin sequence from the single wing. The series starts (Diag. 1) with a half-spin between the defensive guards, featuring a trap on the defensive left guard. Particularly effective against charging linemen, the trap is sprung by the left guard.

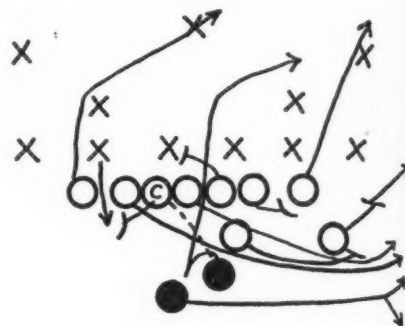
Diag. 2 shows an off-tackle reverse with the right guard setting up the play with a trap on the defensive right end. The blocking in



Diag. 2, Off-Tackle Reverse

the line is almost entirely of the shoulder variety.

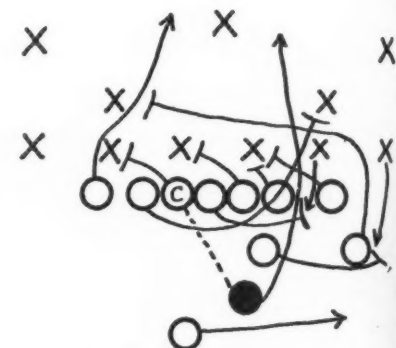
Much of the effectiveness of this play hinges on the fullback, who, after spinning and feeding the ball, must spin back and stop the charge of the defensive left tackle.



Diag. 3, Strong-Side Reverse

Diag. 3 is a strong-side reverse with an optional forward pass. The fullback spins and gives the ball to the left half, who starts on a wide end run. Both ends, as well as the spinning fullback, go down and cut to the right. The runner sizes up the situation and decides which option—run or pass—is most desirable.

Diag. 4 outlines a full spin inside the defensive left tackle. A mouse trap is again employed, with the right guard being responsible for the tackle.



Diag. 4, Full Spin

Effective blocking by the offensive right end and right tackle, coupled with the ability of the left guard to lead interference, make this play go.

The next four plays work off the T.

The fake-buck lateral in Diag. 5 has the left half faking and the

(Continued on page 49)

Clark

FOOTBALL OFFICIALS' SIGNALS



TIME-OUT
Hands rapidly criss-crossed overhead.



SAFETY
Palms together overhead.



CRAWLING, PUSHING or HELPING RUNNER
Pushing movement of hands to front with arms downward.



OFFSIDE or VIOLATION OF FREE-KICK RULES
Hands on hips.



HOLDING
Grasping of one wrist.
Illegal use of hands or arms—Same signal as above followed by interference signal.



UNNECESSARY ROUGHNESS
Military salute.
Clipping—Salute followed by striking back of knee with hand.
Running into or roughing the kicker—Salute followed by swinging leg.
Running into passer—Salute followed by raised arm swung forward.



INTERFERENCE WITH FAIR CATCH or FORWARD PASS
Pushing hands forward from shoulder with hands vertical.



TOUCHDOWN or FIELD GOAL
Both arms aloft and held rigid.



ILLEGAL FORWARD PASS
Waving hands behind back.
Intentional Grounding of pass—Same as above followed by raised hand flung downward.



ILLEGAL MOTION or FORMATION AT SNAP
Horizontal arc with either hand.



DELAY OF GAME or EXCESS TIME-OUT



INCOMPLETE FORWARD PASS; PENALTY DECLINED; NO PLAY or NO SCORE
Hands rapidly criss-crossed in horizontal plane.

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If your students like an occasional "snack" between meals (and what growing boy or girl doesn't!) encourage them to "make it Planters"—the crisp, fresh, meaty salted peanuts that give you delicious *flavor* teamed up with wholesome *nourishment*.

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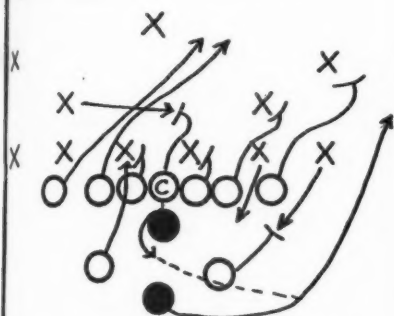
PLANTERS PEANUTS



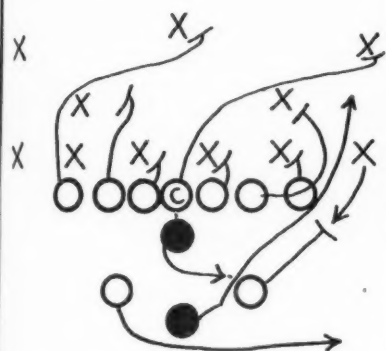
Waldorf and Clark

(Continued from page 46)

quarterback lateralizing to the fullback, who goes wide around his right end. The key block is thrown by the right half on the end.

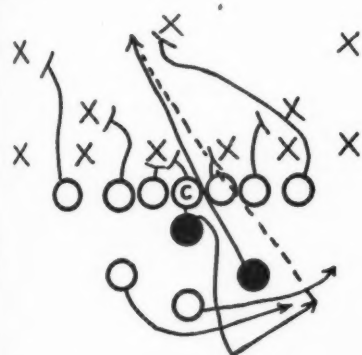


Diag. 5, Fake-Buck Lateral



Diag. 6, Fullback Off Tackle

In Diag. 6, we have the fullback going off tackle. The left half is in motion, while the right tackle swings out to lead the interference. As in the fake-buck lateral, the effectiveness of the play depends on the blocking ability of the right half.



Diag. 7, Pass Over Center

Diag. 7 is a rather unusual pass play in that the right half fakes a thrust over center and continues down the alley for a pass from the quarter. Both tackles are responsible for the two line backers.

Diag. 8 outlines a split buck by the fullback. The quarter fakes to the offensive right half, who drives

As a life-long hobby, riflery is outstanding among high school sports

states **C. J. BENDER** of
Prescott Senior High School
Prescott, Arizona



PRESOTT SENIOR HIGH SCHOOL
PRESOTT, ARIZONA

March 13, 1945

Scholastic Publications
220 East 42nd Street
New York 17, New York

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Membership includes the physically handicapped as well as competitive minded football and basketball players, girls, as well as boys.

Many former Prescott High School students who received rifle training while in school are now with the armed forces, which indicates that such training is a direct contribution to our war effort.

As a life-long hobby, Riflery is outstanding among those sports learned in high schools.

Sincerely yours,

C. J. Bender
C. J. Bender, Instructor
Hassayampa Rifle Association

Remington will help you plan the organization of a rifle club and the building of a range. As a starter, we shall be glad to send you, free, an interesting, fully illustrated booklet containing instructions on the operation of a rifle club—including infor-

mation on equipment, marksmanship, target shooting, the construction of rifle ranges, and many other subjects of practical interest. Just fill in the coupon and mail it to Rifle Promotion Section, Remington Arms Company, Inc., Bridgeport 2, Conn.



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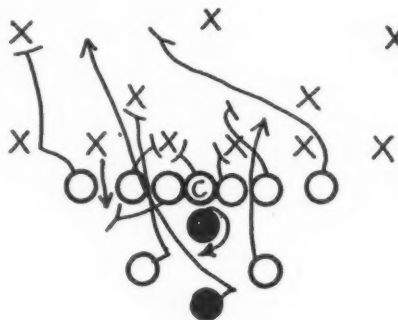
FOR SCIENTIFIC
ATHLETE'S FOOT CONTROL



Alta-Co. POWDER

The C. B. DOLGE CO.
Westport, Connecticut

over his own right guard, and feeds to the full, who hesitates, then drives over the left guard.

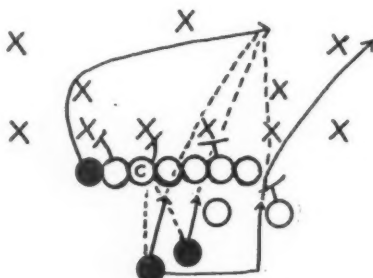


Diag. 8, Split Buck

The left half fakes and heads in to lead the interference, while the left guard traps the offensive right tackle.

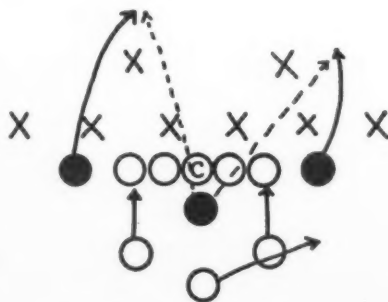
"Potsy" Clark

SHREWD, sharp George "Potsy" Clark, the University of Nebraska's new grid skipper, sailed into both offense and defense at the Nebraska Coaching School, with special stress on the jump pass and other phases of passing behind the scrimmage line.



Diag. 1, Off Single Wing

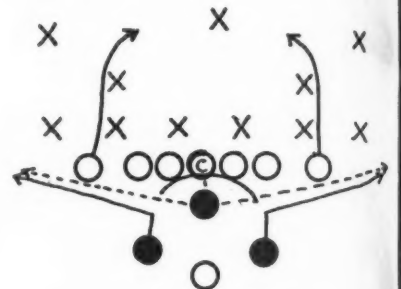
In Diag. 1, we have a jump pass off the single wing. The quarterback has three options: (1) having the left half fake a drive over right guard and jump pass from directly behind the right guard; (2) having the fullback fake in behind the left tackle and jump pass; or (3) having the left half fake a cutback and jump pass from behind the right tackle.



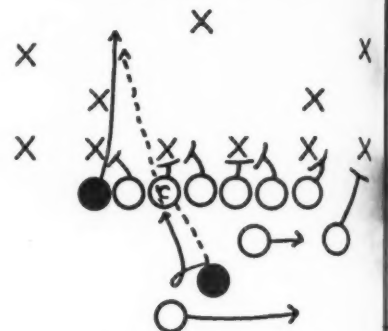
Diag. 2, Off T

Diag. 2 shows a jump pass off the T. The quarter has two options after receiving the ball. He may jump immediately and pass to the left end, who goes directly behind the defensive center, or he may fire to the right end, who steps out about three yards and faces the passer.

On both plays, the right and left halves fake into the middle of the line to draw the backers out of position.



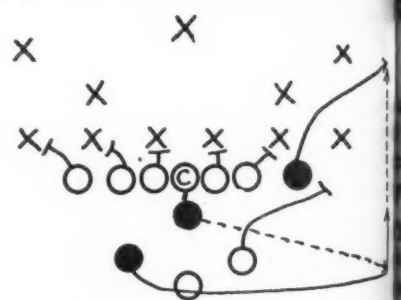
Diag. 3, to Halves



Diag. 4, Off Half Spin

In Diag. 3, the passer is again under the snapper-back in T formation. He is protected by the line, which forms a cup, while the halves go out into the flat. The ends suck the defensive halves in.

Diag. 4 shows the fullback half spinning and jump passing to the left end. The line may be either balanced or not, with the receiver 10 to 15 yards downfield. He takes the pass over his inside shoulder.



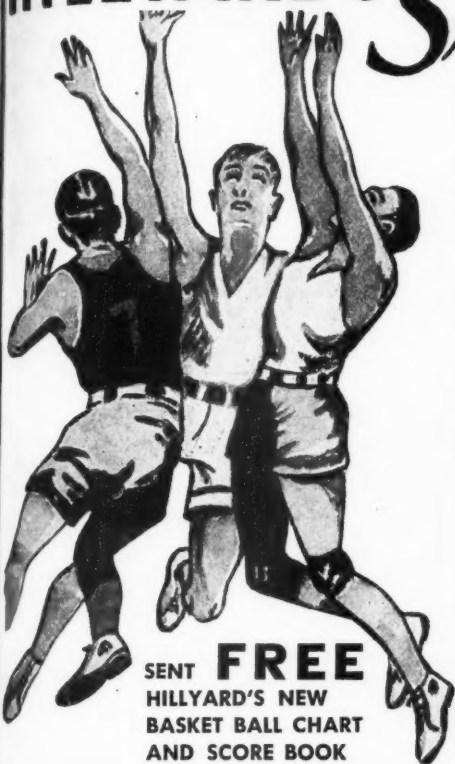
Diag. 5, Man Out

Diag. 5 outlines the man-out jump pass from the T. The left halfback in motion, receives a long lateral from the quarter. He takes three steps forward, sucking in the defensive half, jumps into the air and whips the ball to his right end.

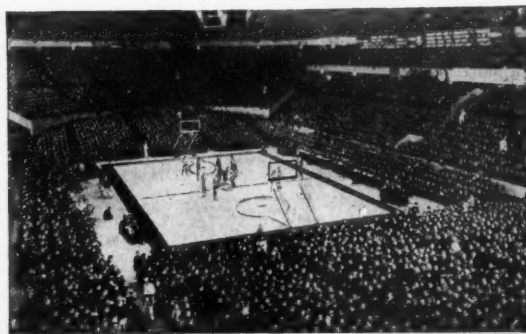
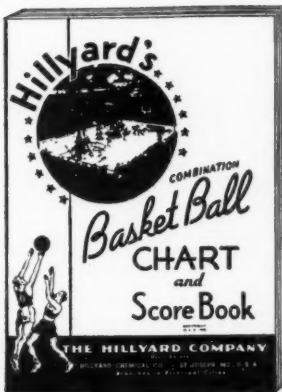
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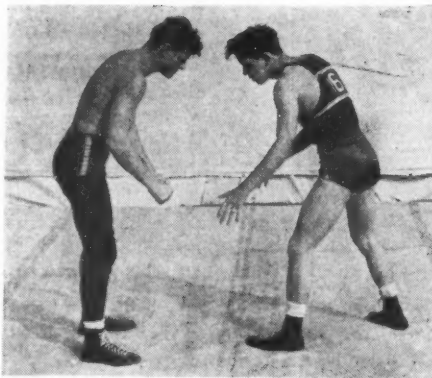
(Continued from page 22)

who do not make the squad in a fall sport are compelled, through rules and closed facilities, to sit around until the winter practice season begins. Yet the only chance many of them have of ever making a varsity is to practice out of season.

Out-of-season practice may cause some administrative problems, but the school should be administered for the pupils, not *vice versa*. Besides, physical fitness is preserved only through daily activity.

Make detailed plans for game days. The coach should plan every detail of the game day ahead of time. On trips, every item of equipment must be checked before leaving home. The coach should plan the time schedule so that he always knows what the boys are doing. Arrangements for food and lodging should be made ahead of time.

The boys should be brought early to the scene of the game, so that they will not need to hurry through their dressing and warm-up. The equipment should all be made ready



Stances: Square (left); Angle (right).

before dressing time. Details that go wrong, such as a broken shoe lace, a missing cleat or sock, cause worry and irritation in emotionally tense boys.

A work-out on the opponents' field may help orient the boys to the strange surroundings. However, such a work-out is not always possible.

It is a wise practice to plan the post-game time as carefully as the pre-game schedule. The coach who lets his boys "run wild" after the game is not only reducing his

chances of winning the next game but is shirking his responsibility for the boys' welfare. Whenever feasible, it is a good idea to start home soon after the game.

Wrestling Holds

(Continued from page 12)

Every good wrestler is a specialist in executing his favorite holds from these four classifications. He must be able to work them perfectly on any man he meets, varying the timing to fit the individual movements of his opponent.

It is imperative that the wrestler know at least one hold in each of these groups. These specific holds should be selected by the beginning wrestler, with the advice of his coach, to fit his individual style.

He should not go on to newer holds until he has completely mastered these four fundamental holds. If the midshipman can learn the principles of movement and positions along with these holds in his first year, he should develop into a good wrestler his second season and possibly a great one his third year.

Equipment Rule No. 2

Since the intramural athlete is just as exposed to injury as his varsity brother, he, too, needs the groin protection afforded by a good, comfortable athletic supporter. For super support, comfort and durability, make your choice—"O-C."

OLYMPIC CHAMPION "APEX"—The modern supporter designed to fit the contour of the body. Anatomically correct. More comfort, more support, molds itself into proper position.

OLYMPIC CHAMPION "APEX No. 1"—at right—with Mesh type pouch.

OLYMPIC CHAMPION "APEX No. 3"—at left—designed to hold protective cup.

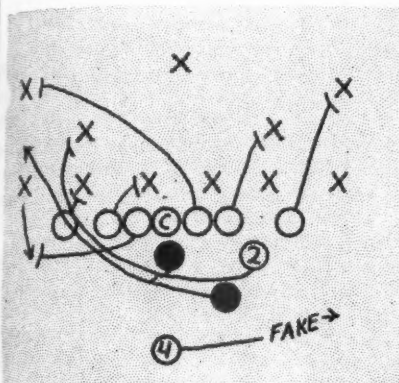
O-C MFG. COMPANY

LITTLE FALLS, NEW JERSEY

P-T Formation

(Continued from page 38)

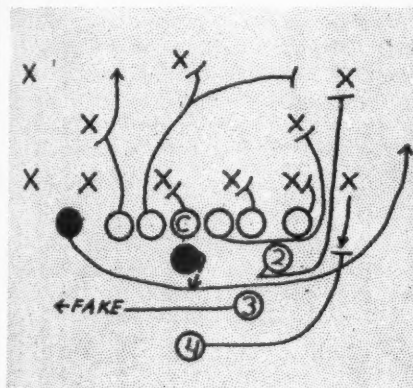
fakes by the 3 and 4 backs will spring the end loose against the smartest of defenses. The tailback and No. 2 double team the end if he is tough.



Diag. 5, Spin Play

After four seasons, we are convinced that the T is not too complicated or technical for small squads to assimilate and that basically it is one of the simplest of formations.

The indirect pass, with the quarterback handling the ball on all running and passing plays, doesn't cause more fumbles, but tends to reduce them. Not only because the quarter is in better position than the center to see his target and feed the ball, but also because the backs have more confidence in his ability to get the ball to them.

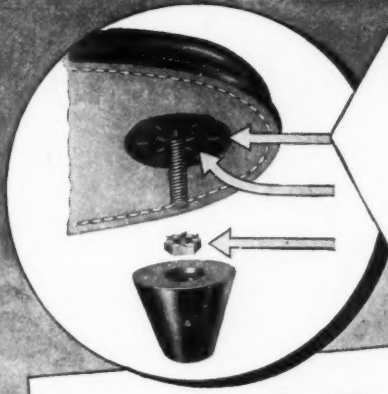


Diag. 6, End Around

Because of this mental ease, they are more relaxed, take off faster and hit the hole more accurately. The center, relieved of his snapping assignment, is a far more potent blocker.

A final note regarding Coach Ford, inventor of the P-T, who moved on to Glendale, Ariz., High in 1943: Using this same system, his team tied for the state championship in '43 and went all the way to the finals last year!

P-T, obviously, is O.K.



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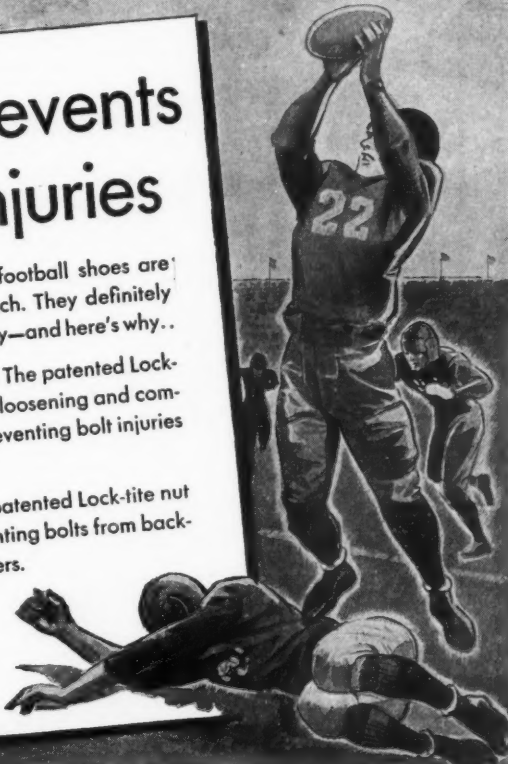

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Accident Insurance for All!

By Bill Letwin

This comprehensive report on the Wisconsin Interscholastic Athletic Association's revolutionary plan to extend its system of athletic injury benefits to every Wisconsin public school student, is reprinted from the "Wisconsin Journal."

AFTER 15 years of pioneering in providing benefits for high school athletic injuries, the Wisconsin Interscholastic Athletic Association is moving into a field of much wider scope—complete pupil coverage for all public schools in the state.

In the Association's new plan—one of the two of its kind in the country—all of Wisconsin's 550,000 public school pupils, not athletes alone, will be eligible to receive benefits for injuries resulting from accidents during the school day on school premises.

Striking as the plan is, even more unusual is its low cost. Coverage will be based on an annual fee of 10c a pupil. Schools will be enrolled as units and no individuals will be covered separately.

In this latter respect, Wisconsin's plan differs from that of California, the only other state with an accident benefit setup for all pupils. In California, individual students are enrolled separately.

Blanket coverage such as Wisconsin's permits an extremely low rate. The cost in California is 50c a pupil because of the enormous amount of clerical work involved in registering individuals.

Here is how the Wisconsin plan will work:

The entire student population of any school, large or small, will be covered against accidents on school premises during the school day, as soon as payment is made to the WIAA office in Marinette on the basis of 10c a pupil. Total enrollment of a school the previous year will determine the cost.

Medical and dental examinations, preliminary to registration, will not be required, but will be added eventually.

Reports of injuries will be made by the school principal to the WIAA, as in the case of the athletic benefit setup, and claims will be paid as soon as the association passes on them.

Coverage will be provided for all injuries on playgrounds, in classrooms, in hallways or on

stairways between the specified opening and closing hours of the school day. Transportation from home to school and return will not be included.

Coverage will be provided for all pupils from the kindergarten through the twelfth grade, but in the case of pupils from the seventh grade up such coverage will not include the time spent in practice for, or actual participation in, intramural or interscholastic athletic programs.

Sports coverage for pupils of junior and senior high schools still comes under the athletic accident benefit plan.

PAUL NEVERMAN of Marinette, secretary of the Wisconsin Interscholastic Athletic Association, calls all-pupil coverage an experiment, but believes that the plan will succeed in view of the WIAA's success with athletic benefits. Although Wisconsin has some 550,000 public school pupils eligible for coverage, Neverman expects no more than 50,000 to be enrolled the first year.

"The idea behind pupil coverage," says Neverman, "is not merely to assist in paying for necessary medical and dental care, due to accidents. The plan is being introduced now because we are facing a period of intensified physical education resulting from our experiences in military training in this war. Something like this will stimulate a program of the more strenuous type.

"If parents know that their children have some protection in case of injury, they will be far less likely to criticize these 'toughening' programs. Many parents, too, are reluctant to allow their children to engage in healthy playground activity because of the hazards. Pupil coverage may bring a changed attitude in this respect."

The plan will take at least two years to prove its worth, according to Neverman, because that length of time will be required to gather fairly complete statistical data.

"We are particularly interested in knowing what kinds of injuries occur most frequently in the school," says the WIAA secretary. "Broken arms, broken legs and chipped teeth are common enough, and burns and

(Concluded on page 58)

SAY

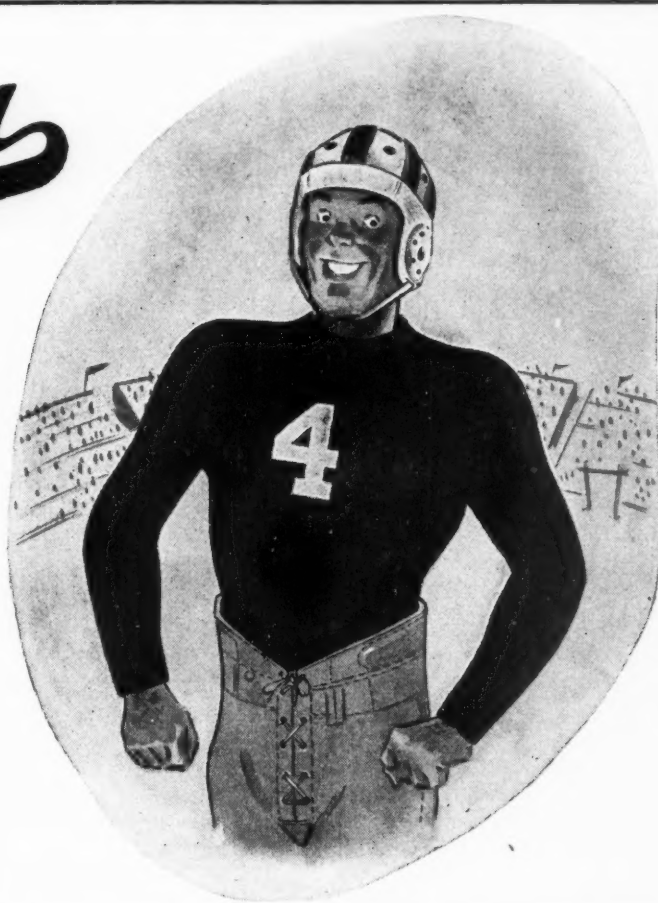
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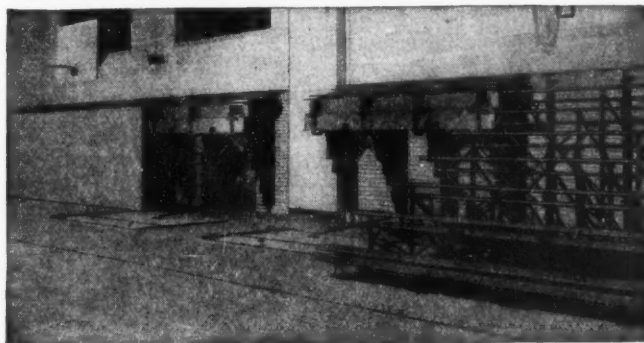
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Drawn by Kate Tracy

Please send all contributions to this column to Scholastic Coach, Coaches' Corner Dept., 220 East 42 St., New York 17, N. Y.

Everybody but the dogcatchers went on strike in New York City last month. Even the high school students projected themselves into the class struggle—or something. They staged a sympathy walkout on behalf of the coaches' strike for more pay (see page 5). Thousands of them refused to absorb any further culture until the coaches' demands had been met.

On the way to work one morning, we passed a little vocational school, which, to our knowledge, had never fielded a team in any sport. Yet a little army of students was parading on the sidewalk—on strike. This was two days *after* the strike had been settled. Puzzled, we grabbed a striker and elbowed him to the curb.

"Say," we said, "wasn't the strike called off two days ago?"

"Yeah," he beamed.

"Your school hasn't any teams, has it?" we continued.

"That's right," he replied.

"Then why are you striking?"

"Oh," he said, "we *want* teams!"

"I believe I have one for the records," writes Bill Campbell, coach at Red Level, Ala., High. "I have a letterman on my basketball five who hasn't scored a point in three seasons! That includes one year of junior high and two of senior ball. Yet my teams have averaged 40 points per game in 38 games over the past two years. We've lost only three games, by one, two and three points, respectively. So he's certainly had his chances. If he doesn't score at least one point next season—his senior year—I'm writing to Bob Ripley."

Bob Zuppke is gone from the grid scene. But he won't be forgotten. If not for his tactical contributions, then certainly for his delicious humor. Remember the one about his mythical visit to the Notre Dame campus in the days of the Rockne shift?

"When I got on the campus," he declared, "three freshmen came out of a classroom shouting, 'One-two-three-shift!' Then two priests came out of a doorway, lifted their cassocks and executed a shift as they shouted, 'One-two-three-hike!'"

Well, after a while Rockne took me over to meet the president of the university. When he introduced me, the president was at his desk. He got up to shake hands and, as he did, called, 'One-two-three-shift', and hippety-hopped along the room.

"The president was pretty old and feeble. He couldn't shift very fast. In fact, he was the only one I saw on the campus whose shift was legal."

One guy you'll never have to ask, "Catch on?", is Chuck Genovese, Louisville centerfielder. He closed out his second American Association season with a record that perhaps will never be touched.

He played in every one of his team's 154 games this year, without making an error! He had 73 errorless games last season, making a total of 227 flawless games. In that time he handled 515 chances and made 499 putouts without a blob.

Leonard Lyons, the Broadway snoop, who believes everything everybody tells him, ran this hunk of aromatic delicatessen in one of his recent columns. It seems Sid Luckman

owns piece of a ritzy summer resort. When he learned of his imminent discharge from the Maritime Service, he told his partners he was leaving for Chicago to start training with the Bears. They asked him to remain a few more days. But Luckman insisted he needed the training.

"I'll show you," he declared, taking his fellow entrepreneurs to the playhouse, which has a basketball court. "I used to be able to stand at one end of the court and throw a football into the basket at the other end."

He tossed a football across the court, and it went into the goal. He tried it again, and then a third time—each time hitting the bull's-eye. "Well, anyway," said Luckman, starting to pack, "my blocking's not so good."

Hackers who haven't broken a hundred yet will probably wrap their clubs around the nearest tree when they hear about Cpl. Bob Halferty's recent feat. The 27-year-old G. I. golfer scored two consecutive aces on the Long Beach, Calif., municipal course!

His first hole in one was with a driver on the 308-yard 15th. He followed with another, using a No. 8 iron, on the 130-yard 16th. Who is this duffer called Nelson?

The iron-ribbed oak-headed backfield star was taking his first classroom exam. He answered every question—wrong. The professor called him to his office and, pointing to his paper, said: "I don't believe you know anything." "Sir, I don't even suspect anything," the boy replied.

The sportiest gesture of the late, unlamented baseball season was

pulled by Phil Cavarretta, Cub first-sacker, at the peak of his heated battle with Tommy Holmes for the National League batting title. Largely on Cavarretta's testimony, Holmes was credited with an extra hit.

It happened during a Cub-Boston game. Holmes grounded to Merullo, whose throw to first was low and bounded into the stands. The official scorer decided a good throw would have beaten Holmes, and credited Merullo with an error.

Later, Cavarretta informed the scorer that Holmes had the play beaten and that the umpire had started to call the runner safe before the ball bounded past first. You could say Tommy played *Holmes on the Range* that afternoon because he got his Phil of hits.

Did Col. Abner Doubleday, an instructor in a military school, invent baseball in Cooperstown in 1839? That's the generally accepted story. But there has been some powerful evidence to the contrary. The latest "no" will appear in the 1946 issue of the *Encyclopedia Britannica*, and a sweet piece of deduction it is.

The writer, Will Irwin, maintains: "Doubleday entered West Point in 1838 and was graduated and commissioned in regular order in 1842. In that period, as later, a West Point cadet had no leave during his second year. That he was at Cooperstown at all in 1839 is therefore improbable, that he was an instructor in a military school unlikely, and that he held the rank of colonel virtually impossible."

Ever hear of a triple play in which eight players participated? Well, it happened to Macon some years ago, and it was the most astounding tri-killing anyone ever saw. With the bases full, the batter smacked a terrific liner back at the pitcher. The ball struck him above the left knee, ricocheted off his chest, bounded up in the air and the catcher caught it for the first out.

No one knew precisely what happened. Base runners dashed hither and yon. The other team fired the ball all over the lot. Eventually two men were tagged out—but not before everybody but the left fielder handled the ball.

From Fred Russell's latest collection of sports anecdotes, *I'll Try Anything Twice*, comes this nifty. The Notre Dame basketball team, playing a hated Western Conference foe one night, was 15 points behind at the half. During the intermission, the late George Keogan gave the Irish a terrific tongue lashing.

Each player was given an individual going-over until finally the coach came to a youngster named Marty Peters. "Marty," roared Keogan, "you look terrible tonight, too. What have you to say for yourself?"

"Only this, coach," answered Peters. "I haven't gotten into the game yet."

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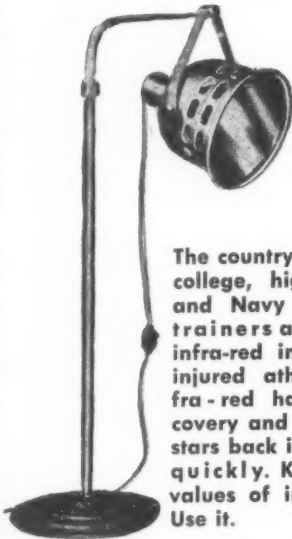
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Accident Insurance

(Continued from page 54)

cuts received in chemistry and physics laboratories are by no means unusual.

"In the long run, we may find that certain types of playground or gymnasium equipment are dangerous, or that certain areas in the school building provide the greatest hazards, and ultimately do something to eliminate these dangers. This was the case in the athletic accident benefit plan where the injury rate was reduced by the use of better equipment and other safety measures.

"From our experience in athletic coverage, we expect the injury rate for accidents on school premises to run between 2 and 3% of the total pupils covered. If we have 50,000 students enrolled, there should be around 1,200 injuries. In California, the injury rate for the first two years was 5%, but that is unusually high. In athletics, 15% of all participants are hurt in one way or another, but there you are dealing entirely with strenuous physical contact."

THUS far, 44 school systems and six high schools—with a total enrollment of 39,406—have registered. Inquiries have been received from more than 75 cities and villages, and many other schools are expected to join up in the next five weeks.

In the main, school boards will pay the fees for the pupils. There has been a hesitancy on the part of some schools to enroll because these boards have no legal authority to use public funds for insurance. Neverman believes that in time the state legislature may be asked to grant boards of education such powers, although it is not likely that a board's willingness to pay for the protection of pupils ever will be challenged.

Some school boards in the state pay for WIAA athletic coverage instead of passing the cost along to the parents on the grounds that such expenditure is for the general welfare. They may pursue the same course in regard to all-pupil coverage.

If the school boards lack authority to pay the fee, other school funds will be used in some cases. As a last resort, Neverman says, the cost always can be passed along to the pupil, as is generally the case in athletics.

The WIAA operates its athletic accident benefit plan under two

SCHOLASTIC COACH

schedules, A and B. Under schedule A, the registration fee for all sanctioned sports is \$1 a year. For all sports except football it is 50c. Under schedule B, the fee for all sports annually is \$2; for all activities except football, \$1.

Because of the lower rate, benefits under Schedule A are generally less than those under the B schedule. Those enrolled in pupil coverage will be eligible for Schedule A benefits.

Maximum payments to pupils will be \$85 for a broken arm, \$100 for a broken leg, \$30 for a broken collarbone and \$15 for an ankle dislocation, to cite the most common injuries. As high as \$40 will be paid on damages to teeth, and, in case of death, the sum of \$300 will be awarded. In addition, medical costs up to \$12 will be allowed and hospital fees up to \$75 in serious injuries.

SCHOOL boards and parents may inquire, with good reason, whether the benefits paid out approximate the cost of treating various injuries.

Again Neverman points to experiences with the athletic benefit plan. In 87% of the cases handled thus far, he said, the medical bills have not exceeded the benefits paid. In 60% of the cases, the benefits were larger than the claims.

Quite often, however, the amount allowed by the WIAA for treatment by a doctor does not cover actual bills because of the wide range of fees charged by physicians and dentists in various parts of the state.

When the board of control of the WIAA adopted pupil coverage last spring, it was well aware of the financial responsibilities it undertook. A high rate of injuries the first few years, when enrollment in the plan is expected to be comparatively small, could result in a sizable deficit.

"The possibility of a deficit has not kept us from going ahead," Neverman declares. "We expect that the new plan will cost us several thousand dollars the first year and probably for a number of years after that. However, the WIAA has a reserve of \$53,000 and plans to use part of it to make up any deficit. Although this money was acquired from high school athletic funds, the board of control feels that it is justified in using some of it for the good of the school children of the state.

"If the loss we incur is too large and threatens to drain our athletic surplus, we can raise the pupil coverage fee, say from 10c to 20c. However, it will take at least two years to find all that out."

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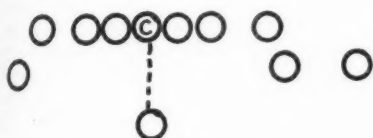
Functional Offense

(Continued from page 36)

generally catching the tackle off guard.

It seems the short-side defensive tackle did not move when the short-side wingback started in motion. Thus, the man in motion changed the double wing back to the old single wing.

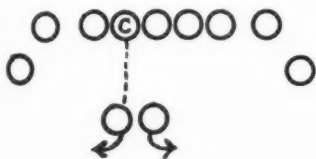
Brown used a triple wing off this formation.



Brown's Triple Wing

This, however, permitted only one play cycle. It was excellent for forward passes and could utilize flankers and men in motion. But these innovations sacrificed running strength.

At Colgate, Coach Kerr took the Warner formation and really opened it up. Reverses and laterals, sometimes with forwards tacked on, and vice versa were all part of an afternoon's work.



Colgate's Double Wing

But the Kerr double wing didn't have the single-wing power; his off-tackle reverse didn't hit as hard as for Warner and Sutherland, who assured running power by using a single reverse with a slant off either tackle.

Colgate was undefeated, untied and unscored on—also uninvited to the Rose Bowl. Later Cornell, under Carl Snavely, using a 5-3-2 defense, put an end to much of Colgate's razzle-dazzle.

Despite the sharp criticism leveled at the double wing, Coach Dutch Meyer of T.C.U. stuck to the formation. Featuring a passing attack, he reached the top—doing for the forward pass what Percy Houghton of Harvard had done for the kick.

Without taking an ounce of credit from Coach Warner, it remained for the T.C.U. coach to develop the double wing's forward passing potential.

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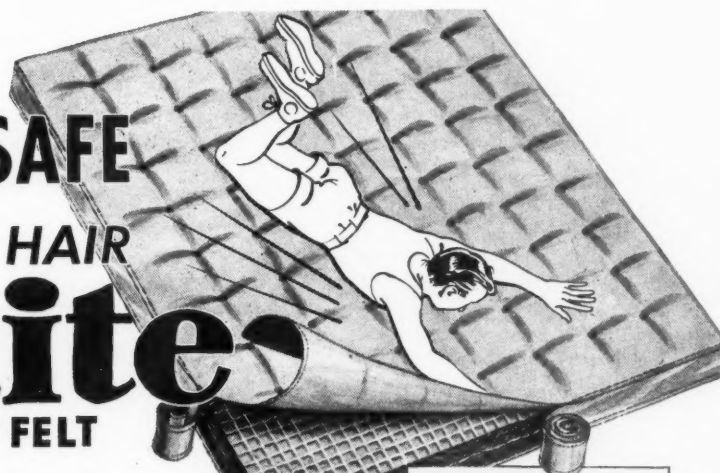
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NATIONAL FEDERATION NEWS

Reported by H. V. Porter

STATE and national high school organizations are cooperating fully with the Federal Treasury Department in the promotion of the Eighth Victory Loan Drive. Schools are being urged to use their athletic contests for this purpose. Among the possibilities are: the setting aside of a special reserved section for bond pledges; a victory ceremony before the game or between the halves; and the auctioning of the game ball.

Minnesota: Thanks to the hugely successful basketball tournaments the past year or two, the state association has accumulated a surplus sufficient for emergencies. It has now drawn up a plan for turning future excess funds back to the schools.

One device is to underwrite the expenses of participants in track meets and similar state-sponsored events operating at a loss. State administrators believe this will encourage wider participation in the so-called "minor" sports and in literary activities.

Missouri: Messrs. Bunker and Nash of the University of Missouri are interested in facilitating the broadcast of basketball games. To help the listener envision the shooting, they would draw three arcs on each half of the court. These arcs would radiate from under the basket in radii of 15, 25 and 35 feet, respectively.

The smaller arc would be a thin line in red, the next a white line and the more distant arc a blue line. The announcer could then describe a shot as a try from the red or a try from the blue, etc.

Maryland: High school men will meet in Baltimore on October 25 to organize a state high school association. For the past several years, Maryland has been the only state without such an organization. Plans call for a type of association which will qualify for membership in the National Federation. The movement is under the sponsorship of state director T. C. Ferguson.

Mississippi is the latest state to install an association-sponsored athletic benefit plan. The schedule of benefits and method of operation are quite similar to those of other states. President Sale Lilly indicates that the response by the schools has been gratifying.

Baseball will receive added attention during the current school year and a state championship series will be sponsored in the spring.

Michigan: Director C. E. Forsythe, a Navy Commander during the war, has returned to his duties as director of the state association. His war-time replacement, Julian Smith, is now director of a new department of "Health, Physical Education and Rec-

reation Project, School Camping and Outdoor Education."

Kansas: The state association has completed a 16 mm. sound color film of all the activities under its jurisdiction, for use by member schools. The athletic accident benefit enrollment has passed the 10,000 mark.

Football Player Handbook. Demand for the new player's handbook has exceeded the most optimistic expectations. The supply was exhausted early in the season and some 50,000 players are now familiarizing themselves with code provisions and general football policies of the local and state association groups.

In Pennsylvania, the state office distributed 5,000 copies. In Michigan, an even greater number was used. Iowa and New York each distributed 3,000 copies. In South Dakota where there are only 300 high schools, 1,500 books were distributed.

Washington: The entrance of the Seattle high schools into the state association has touched off a proposed district revision, which will bear on the selection of teams for state-sponsored tournaments and meets.

The state association is supplying local groups of coaches and officials with the football and basketball examination sets for review and testing purposes.

Southwestern Conference: At a recent conference of the state high school associations of Alabama, Florida, Georgia, Kentucky, and Tennessee, several actions of general interest were taken. It was agreed that in intrastate contests, a member of the state association will be permitted to schedule a member of a recognized private school association, provided that no transfer student who hasn't attended his new school for one full year, is played.

A student is not considered a transfer if his parents actually move into the new district or if he is entering at the completion of a school grade not higher than the eighth in a 12-grade system or the seventh in an 11-grade system.

For interstate contests, the National Federation by-laws will strictly prevail. These provide that no member school shall compete in any unsanctioned interstate tournament or in any contest involving a trip over 600 miles, unless sanctioned through the regular machinery.

The group furthermore agreed to promote a liberalization of the eligibility rules for returning servicemen. The veteran will retain the same eligibility status he had when he left school. The age limit rule, however, will still stand. No modification will be made unless the withdrawn student entered active service within 21 days of his last school attendance and unless, after discharge, he re-enters

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school not more than 10 days after the beginning of the semester following his discharge.

The delegates also reached an agreement relative to reciprocal use of properly registered officials in neighboring states.

Consideration is also being given to the question of insuring players for all state-association-sponsored meets and tournaments. A special committee will study the matter and report back to the board.

Massachusetts: A state bulletin issued from the office of secretary Mayo Magoon is crammed with interesting items: Conference with parochial schools relative to membership in the Association; eastern and western basketball tournaments; record attendance at basketball tournament in Boston Garden where more than 10,000 attended the final session; a special committee to study the question of adopting the interscholastic football rules; a meeting of officers and faculty managers to consider problems concerning a program for athletic officials, eligibility needs and contest management.

Florida: At the last meeting of the Legislative Council of the state association, a number of significant rule adoptions were made:

1. Football games will be limited to ten per season, with the closing date December 15. Under certain stated conditions an eleventh game can be scheduled (when sanctioned by the state association). If such game is sanctioned, 12½% of the gross receipts must be paid to the state association.

2. For interstate football games, the Federation sanction rule must be adhered to. Participation against a school from another state which is not a member in good standing with its state association will subject the offending school to suspension from the association. (Note: In past years, there was no provision of this kind and this led to contests with non-member schools.)

3. No member school may participate in more than one basketball tournament in addition to the state-sponsored tournaments. For tournaments, schools will be placed in three groups.

4. A comprehensive series of clinics and district meetings has been set up for all athletic officials and coaches. The schools are made responsible for the illegal use of any non-registered official. Registration fees are set at \$1.50 for football only, \$1.50 for basketball only, \$1.00 for girls basketball, and \$3.25 for an official who desires to work in all three sports.

A mail ballot was taken on several organization problems. One of these was a proposal to increase membership dues and to assess other fees in order to promote the setting up of a full-time office. This proposal failed to carry.

Secretary LaFayette Golden was re-elected executive secretary. The president is Principal M. Mitchell Ferguson of Sebring.

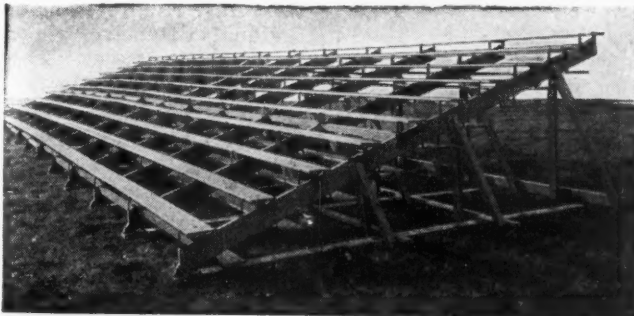
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Drills and Fundamentals by Bee . 1.25
The Science of Coaching by Bee . 1.25

Send for Catalog of New Books

A. S. BARNES & COMPANY
67 West 44 Street Dept. SC
New York 18, N. Y.

New Books on the Sport Shelf

SOCCKER. By Samuel Fralick. Pp. 62. Illustrated—photographs and diagrams. New York: A. S. Barnes & Co. \$1.25.

OPUS No. 43 on the Barnes bargain counter is a handy little manual on the fundamental soccer skills.

Presented simply and tastefully are the basic rules; the fundamentals of kicking, heading, trapping, passing, dribbling, running, and tackling; individual defensive play (the goalkeeper, fullback and halfback); and individual offensive play (center forward, inside right and left, outside right and left).

Complementing this basic instruction are practice schedules, eight full-page diagrams of scoring plays, a general rules summary, and a method of keeping score.

The text is richly illustrated with single action pictures and a series of progressive action sequences borrowed from *Scholastic Coach*.

Beginning coaches and players interested in acquiring a fundamental knowledge of the game will get a kick out of Soccer.

HOW TO PLAY WINNING FOOTBALL. By Fritz Crisler. Pp. 24. Illustrated—drawings and diagrams. Chicago: Quaker Oats Co. Free.

THIS completely revised edition of Crisler's technical tract is a very neat job, embracing a wealth of new material. In fact, it contains exactly twice as much information as the first edition.

Packed tersely and succulently into 24 pages is a gold mine of useful information on tackling, blocking, ball-carrying, line play, conditioning, strategy, passing, receiving, punting, and training.

Team offense is covered in four pages, including eight excellent T plays and four plays each on short punt, single wing and double wing.

The book is attractively presented in two colors and spruced up with interesting records and pictures. Free copies may be obtained for your squad by checking the master coupon on page 63.

PLL TRY ANYTHING TWICE. By Fred Russell. Pp. 106. Illustrated—cartoons and tables. Nashville: The McQuiddy Press. \$1.

A LOT of people must have liked Fred Russell's first book, *I'll Go Quietly*. For here's another of the same—a fresh collection of sports anecdotes and oddities, bristling with verve and bounce.

The book is a gem, especially for

after-dinner speechifiers. You'll find a lot of familiar friends among the stories. But you'll also discover a raft of new ones.

We particularly liked the one about Steamboat Johnson, the old Southern League ump. Steamer was an old-fashioned gent who, when he sat down for a meal, tucked his napkin under his chin, bib fashion . . . until a certain restaurant incident. A waitress walked up and asked loudly: "What will it be, Mr. Johnson, a shave or a haircut?"

Baseball, football, golf and racing get special treatment. But there are plenty of stories on other topics as well. We loved 'em all.

The records and oddities are just as interesting as the tales, and perhaps just as useful. All in all, *I'll Try Anything Twice* is as solid a buck's worth of entertainment as has come along in a long time. We hope the author, who is sports editor of the *Nashville Banner*, will try it a third time.

CHEERLEADING AND MARCHING BANDS. By Newt Loken and Otis Dypwick. Pp. 95. Illustrated—pictures and diagrams. New York: A. S. Barnes & Co. \$1.25.

FOR better or worse, cheerleading and marching bands have become as much a part of the sports scene as hot dogs, water buckets and programs.

When done right, the cheering and marching lend a colorful note to the cross-bucks and hook passes, in many cases being more enjoyable than the game itself. And that's the purpose of this book—to show how to do it right.

The authors treat their subject reverently and scientifically. So when they say BOOM before you A-h-h-h, you feel instinctively that's the right thing to do.

They cover all the basic details thoroughly and interestingly. Under cheerleading, they expound: attire and equipment, execution of popular yells, favorite yells, novelty yells, cheerleading stunts, tumbling with cheerleading, organized cheering sections, and pep meetings.

The section on marching bands contains: instruction of the individual bandsman, formation for instruction, important steps and marching, uniforms, music, formations and maneuvers, and devising programs.

The organization of the text is excellent and the writing unusually good. Many fine pictures and diagrams illustrate the analyses.

If cheerleading and marching bands are your responsibility, here's a book that will take a load off your mind. It rates four loud boom-chicka-booms.

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SEE PAGE 64 FOR OTHER LISTINGS AND FORM FOR SIGNATURE

Inside the Ten

(Continued from page 35)



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snap and heads at three-fourths speed toward the scrimmage line. Meanwhile, the right end fakes a block on the tackle to suck in the strong-side backer-up. He then goes four yards downfield, turns and faces the line.

The bucking back comes to within a yard of the line, jumps and passes to the end, who laterals to the blocking back.

This is one of our few scoring plays that is built up, being preceded by a buck in the line by the 3 back.

We do not use any particular build-up in the other plays. If one is stopped, we spring another scorer on the very next down. We do not waste any time building up a play. Of course, if we have short yardage and a couple of downs at our disposal, we'll usually employ our regular attack to score.

Our special scoring plays are simply designed to take advantage of tight-knit goal-line defenses. Since every last-ditch defense tends to jam toward the middle, it is poor strategy to hit the center. An off-tackle play, like Diag. 2, is much better than anything inside tackle.

Another defensive weakness to exploit is the tendency of the backer-up to poke their noses into the line to stop gains.

Here is the spot for that smart quarterback of yours. But, remember, the boy cannot push the ball over with brain power alone. He must be fortified with four or five plays for just such an emergency.

There are two reasons for this:

1. As a team nears the goal line, everybody becomes a quarterback—everybody starts calling for particular plays. This often confuses even the smartest of quarterbacks and results usually in one of two things: (a) the wrong play; (2) a penalty for too much time in the huddle.

Where the team knows the quarterback is specially prepared for the occasion, the chances are they will leave him alone.

2. Constant drilling on scoring plays builds confidence and inspires the team to do a better all-around job.

SCHOLASTIC COACH MASTER COUPON

(See page 63 for other listings)

(Numbers in parentheses denote page on which advertisement may be found)

RAWLINGS (3)

☐ Football Catalog

REACH, WRIGHT & DITSON

(1)

☐ Catalog

☐ Sports Show Book

REGALIA MFG. (60)

☐ Illustrated Catalog and Price List on Service Flags, Plaques, Emblems

REMINGTON ARMS (49)

☐ Instructor's Manual on Operation of Rifle Club

SEAMLESS RUBBER (21)

☐ Information on SR Athletic Tape, Kantleek Bladders, Handballs
☐ Information on Official Football Tee

SELIG CO. (54-57)

☐ Gym Floor Manual
☐ Information on Athlete's Foot Preventative

SPALDING & BROS. (1)

☐ Catalog

☐ Sports Show Book

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☐ Information on Infra-red Ray Lamp

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U. S. RUBBER (43)

☐ "The T Formation" by Frank Leahy
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☐ Catalog on Rubber Covered Athletic Balls and Equipment
☐ Illustrated Price List

WAYNE IRON WORKS

☐ Booklet, "Speaking of Post-War Plans"

WESTERN CARTRIDGE (2)

☐ Handbook on Small Bore Rifle Shooting

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☐ Information

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SCHOOL _____ ENROLLMENT _____

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October, 1945

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